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AUTHOR	Scharrer, Lesley, Comp.
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ABSTRACT

This report summarizes Alaskan school districts' 1992-93 education plans and each district's "School Report Card to the Public." It summarizes the districts' progress toward their 1991-92 education goals, reports on standardized test results, and summarizes comments on schools' performance, parent involvement, and other indicators of school performance. It also reports each of the 54 districts' annual change in enrollment, transiency rate, attendance rate, and percent of students promoted to the next grade from first through eighth grade. A statewide summary of the districts' education plans for 1992-93 is provided, including district goals for improving education, plans for achieving goals, and the means by which educational stakeholders participate. Appendices contain a description of the statewide testing program, a list of district test coordinators, and a list of public district superintendents. (LMI)

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ED359607

Summary of Alaska's Public School Districts'

Report Cards to the Public

School Year 1991-92

February 1993

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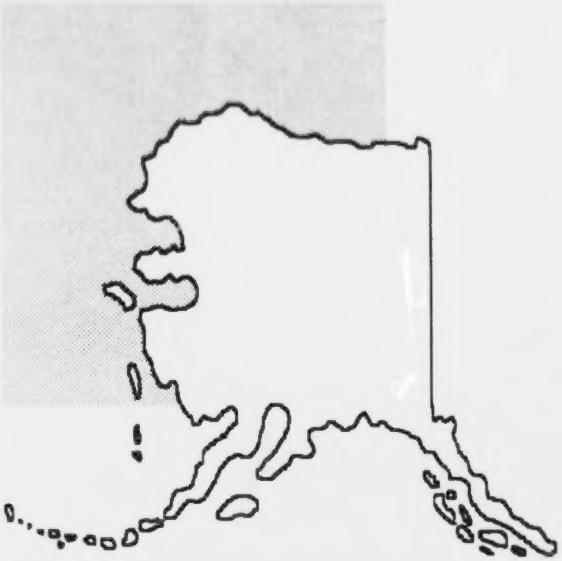

Summary of Alaska's Public School Districts'

Report Cards to the Public

School Year 1991-92

Compiled by Lesley Scharrer

Alaska Department of Education
Division of School Finance
Office of Data Management
801 W. 10th Street, Suite 200
Juneau, AK 99801-1894
(907) 465-8681

February 1993

A Message From the Commissioner of The Department of Education

The Summary of Alaska's Public School Districts Report Cards to the Public represents a significant milestone toward improving our public schools. This is a goal shared by the Legislature, the Governor and the State Board of Education.

The type of information contained in this publication includes district educational goals, progress toward those goals, and indicators of success.

I believe that state policy leaders will be able to use this information as an important tool to help set future policies leading to school improvement. It will be useful to local school boards as they direct new programs and approaches. But most of all this book is for community members. For it is the community that owns the public schools. The more information available to the public, the more power it has to set the goals of the school and to hold the school accountable for meeting them.

It will take a concerted effort by all of us—state and local policy leaders, community members and educators—as each of us assumes the appropriate responsibilities to make meaningful change in the public education system.

The common thread running through this book and the recommendations of the Alaska 2000 Education Initiatives is that each has fundamental aims to make our schools better, to improve student achievement and empower the owners of the public schools.

I pledge to follow these aims as I continue my work as commissioner.

Jerry Covey

Executive Summary

Alaska Statute 14.03.120 mandates that school districts file annually "...a report that establishes district goals and priorities for improving education in the district" and "provide to the state board, and make available to the public, a report on the performance of each public school and public school students in the district." and "the department shall summarize the reports..." This is the first year of the annual report entitled *Summary of Alaska's School Districts' Report Card to the Public*. The state report includes a summary of the school districts' *1992-93 Education Plans* and summaries of the individual district's *School District Report Card to the Public*.

The report meets the requirements of AS 14.03.120 and incorporates the annual information previously reported in *Basic Skills Performance of Alaska's Students* and *Summary of Alaska's School Districts' Education Plans*.

Major highlights of this first year report are:

- Each district reported making progress toward their 1991-92 education goals by revising specific curriculums, developing student outcomes to improve student achievement, and keeping the public informed to improve community relations.
- Twenty-two districts included a goal to improve student performance in their *1992-93 Education Plans*.
- Eighteen school districts reported they received recognition for state and national academic achievement for individual students and student teams.
- The comments of students, parents, and community members that were reported by the districts indicate that they like the school, but wanted more special programs and extracurricular activities.
- Over half the districts report that they are communicating regularly with parents through newsletters and telephone calls.
- During the 1991-92 school year the student enrollment increased statewide by 2.9%. Thirty-nine districts reported an increase in enrollment.
- During the 1991-92 school year the State average for the transiency rate was 19.8% but, there was a wide disparity with a high of 60.4% and a low of 1.6%.
- During the 1991-92 school year the statewide attendance rate was 93.5%. Six districts had attendance rates between 95%-100%.
- Fourteen districts reported a 100% promotion rate for grades one through eight. Statewide promotion rates in grades two, three, four, five, and six, were over 99%.
- This year's statewide student testing results continue to show that more Alaskan students score in the top quarter than in the bottom quarter.
- The three year trend in the statewide student testing results indicate that more students are scoring in the top quarter in mathematics in grades four and six, but show a decrease in the percentage of students scoring in the top quarter in reading in grades four and six. In language arts there is a decrease in the percentage of students scoring in the top quarter in grades six and eight and the top and bottom quarter in grade eight.

Acknowledgments

The Alaska State Department of Education greatly appreciates the cooperation and support of each of Alaska's 54 school districts, Mt. Edgecumbe High School, and Centralized Correspondence School who assisted in the implementation of this legislation. A directory of school district superintendents appears in Appendix C of this report.

The Department would like to add a special thanks to the people who reviewed earlier drafts of the report format:

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This report could not have been produced without the efforts of **Ginger Patton**, Department of Education staff.

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Introduction

The Sixteenth Alaska Legislature formed the Joint Committee on School Performance to identify priorities for school improvement. Through a series of public hearings and discussions with various education groups, the Committee formulated recommendations that focused on the performance of students. The recommendations from the Joint Committee were acted upon by the Sixteenth Alaska Legislature through the enactment of Chapter 173. The legislation amended AS 14.03 with the addition of Sec 14.03.120, effective July 1, 1990.

To implement this new law a three phase developmental strategy was used. During the first phase, the Department of Education collected information concerning the local practices of school districts in education planning and reporting. A voluntary partnership between the districts and the Department was formed to develop a handbook for implementation of the report card legislation. Working with the Joint District/Department Partnership, the Alaska Coalition for Education, Alaska Congress of Parents and Teachers, and other groups interested in improving student performance, key terms in the law were clarified and a model format for reporting was developed.

The second phase focused on districts working with their communities to develop their 1991-92 education plan. During the 1991-92 school year, for the first time, districts collected the data for their *School District Report Cards to the Public*. The districts shared the *Education Plans* with their public and submitted a copy to the Department of Education. The plans were summarized in the *Summary of Alaska's Public School Districts' Education Plans*, April 1992.

During the third and final phase, districts conducted school-level public meetings to share the school's performance, distributed their *School District Report Card to the Public*, developed an education plan for 1992-93, and submitted their reports to the Department of Education. The developmental cycle has been completed.

School districts now will annually conduct school-level meetings, collect and distribute report card information, and develop an education plan and make this information available to the Department and the public.

Alaska is proud to be in the forefront of providing this wealth of information to decision-makers. The reader should notice that this document is intended as a summary report and does not necessarily reflect the depth or breadth of all the ongoing activities that a district is implementing to improve student performance. The summaries of the *School District's Report Card to the Public* should not be used in isolation, but rather in conjunction with other information that school districts collect in order to make sound education decisions. It does, however, provide a summary of what each district considers to be most important.

Public education in Alaska relies heavily on active participation from the local communities in the education process. Schools reflect the values, culture, and influence of the local community. This has been further legitimized through AS 14.03.120 by the mandate for districts to encourage participation from the community in the development of their annual education plan. This was done by collecting comments from students, parents, and community members on the school's performance, reporting about parent involvement, and each school conducting a public meeting to discuss the school's performance. Each district's report card and education plan is unique, but there are common themes. These elements are discussed in the State Summary section of this report.

This report *Summary of Alaska's Public School Districts' Report Cards to the Public* is the first annual report published by the Department of Education that takes a comprehensive look at the school district's performance as pursuant to AS 14.03.120(f). It summarizes the districts' progress toward their 1991-92 education goals, reports on standardized test results as required in 4 ACC 06.720(2), and summarizes comments on schools' performance, parent involvement, and other indicators of school performance selected by the individual school districts. It also reports the districts' annual change in enrollment, transiency rate, attendance rate, and percent of students promoted to the next grade from first through eighth. The report includes a statewide summary of the school district's education plans for 1992-93, including district goals for improving education, plans for achieving district goals, means of measuring achievement of goals, and the means by which students, parents, teachers, and other members of the communities participate.

All fifty-four school districts, Mt. Edgecumbe, and Centralized Correspondence School have made available to the public and submitted to the Department of Education their *School District Report Card to the Public* and *1992-93 Education Plans*. While including the specific elements required of all, these reports varied greatly in size, format, and scope. To consolidate the information for the reader and make the information more consistent, the Department summarized the comprehensive school district report cards to fit a two page format for each school district. To insure that the summaries reflected the most important components of each district's report, superintendents were given an opportunity to review a draft copy of their district's two page summary and to request modifications. Persons wishing to know more about the performance of an individual school district or a copy of the district's comprehensive *School District Report Card to the Public* or *Education Plan* should contact that district directly. A listing of superintendents for each school district appears in Appendix C.

What the report card means . . .

Superintendent's Highlights

is a brief statement by the superintendent about the district.

District Progress Toward Goals

School districts report on the progress they have made toward their 1991-92 education goals.
First column—1991-92 district goals as reported in the *Education Plan*
Second column—activities leading to achievement of the goals

Other Indicators of School Performance

is information selected by the district showing performance.

Comments on School Performance

is a summary of comments in narrative or survey form collected from students, parents, and community members on the school's performance.

Parent Involvement

is a narrative description or Parent Involvement Questionnaire summary of ways the district encouraged meaningful parent involvement.

Student Statistical Rates

Annual Change in Enrollment

is the percent change in district membership from October 1 of one year to October 1 the following year.

Transiency Rate

is the percent of students transferring into and out of the district.

Attendance Rate

is the average percent of students who attend school each day.

Graduation Rate

will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

is the percent of students advanced to the next grade at the end of the school year in grades 1-8.

Standardized Test Results

is the percent of students in grades 4, 6, and 8 scoring in the top and bottom quarter on the Iowa Tests of Basic Skills for the past three years.

Top quarter—percent of students scoring in the top 25th national percentile

Bottom quarter—percent of students scoring in the bottom 25th national percentile

Total students tested—number and percent of students each year that take the Iowa Test of Basic Skills

Students absent—number and percent of students who are absent and do not take the Iowa Test of Basic Skills

Students excluded from testing—number and percent of students each year that are excluded from taking the Iowa Test of Basic Skills for special education and bilingual reasons

Special education students tested—number and percent of students that take the Iowa Test of Basic Skills that are identified as special education students by the district

Bilingual students tested—number and percent of students that take the Iowa Test of Basic Skills that are identified bilingual by the district

State Summary of School District Report Cards to the Public

Overview

AS 14.03.120(e) requires school districts to report on the performance of each public school and public school students in the district. The law requires that each report be entitled *School District Report Card to the Public* and be prepared on a form prescribed by the department. All fifty-four school districts, Mt. Edgecumbe, and Centralized Correspondence School made available to the public and submitted to the Department of Education a *School District Report Card to the Public* for each public school and the district as prescribed by the Department. Each public school was required to share their report during a public meeting conducted prior to November 1, 1992. Each district was required to distribute their *School District Report Card to the Public* prior to November 30, 1992. The law directs the Department to prepare a summary comparison of the school districts' reports.

During the 1991-92 school year fourteen of Alaska's school districts had an enrollment of ten or less students at a given grade level. As the reader reviews the summary pages of individual districts, he or she needs to remember the impact these low student numbers have on the percentage rates. A district may promote all but one student in fourth grade for a promotion rate of 90% in a grade with ten students, whereas, the promotion rate would be 95% in a grade with twenty students and 99% in a grade with hundred. Similarly, if three students are tested in grade 4 reading, a switch of one student in and out of the top quarter would result in a 33% swing in percentages.

The state level information that follows is a summary of the aggregated district level reports.

⌘ District Progress Toward Goals

Pursuant with AS 14.03.120(a), school districts worked with their local communities to develop and submit an education plan for the 1991-92 school year. The 1991-92 goals were reported locally and statewide in the *Summary of Alaska's School Districts' Education Goals* which was published in April, 1992. The goals reflected each district's priorities and needs with many being multi-year goals. AS 14.03.120(f) requires school districts to report the progress they have made toward their reported 1991-92 district goals for improving education. Progress has been made in gradual steps toward most of the goals with some goals being successfully attained.

Even though Alaska represents a diverse population with diverse demographics, similar strategies and measurements were employed to reach similar goals for improving education. During the 1991-92 school year, most school districts focused on at least one of the following eleven goal areas. The number of districts indicating their intent to work in each goal area appears in parentheses. The progress reported by each district varied as did the strategies and measurements.

Revising Curriculums (24 districts)

Districts made progress toward revising their curriculums by:

- completing the curriculum revisions for mathematics, science, language arts, world languages, drug and alcohol abuse, technology, early childhood, humanities, and vocational education.
- developing student outcomes.
- piloting and adopting new materials.
- incorporating technology.
- developing and aligning new assessment programs.
- examining new instructional strategies.
- including the community in the curriculum renewal process.

Improving Student Achievement and Performance (17 districts)

Districts made progress toward improving student achievement and performance by:

- raising expectations for student achievement to maximize student potential.
- developing graduation outcomes and revising graduation requirements.
- developing student outcomes in language arts, technology, science.
- increasing staffing in math and science.
- implementing programs that require instruction to be delivered at the individual student's level.
- expanding course offerings at the secondary level through distance delivery courses.
- providing staff development opportunities in the areas of Outcome and Competency-based Education, Total Quality Management, and strategic planning.
- informing parents of specific student outcomes.
- implementing alternative secondary programs for at-risk students.
- establishing after-school study halls.
- developing recognition programs for academic achievement.
- implementing new middle school and secondary changes in class schedules.

Increase and Improve Public Relations (16 districts)

Districts made progress toward improving public relations by:

- utilizing information gathered from surveys and questionnaires to make informed decisions.
- utilizing cable television channels and local newspapers to keep the public informed of school-related issues.
- offering the public an opportunity to attend school activities including open houses, carnivals, sports events, displays of student work, and student performances.
- distributing newsletters and other types of written communication to the community.

Strengthen Parent and Community Involvement (12 districts)

Districts worked through their schools to make progress toward strengthening parent and community involvement by:

- providing opportunities for parents to participate as volunteers in the classroom, help with extracurricular activities, review courses for high school students, and participate in staff inservice programs.
- requiring a parent involvement component in the early childhood programs.
- sharing information and parenting tips through cable television.
- supporting PTA's.
- conducting public meetings to inform parents and the community of current school programs and to provide a forum for opinions to be expressed.
- encouraging teachers and administrators to call parents regularly and send home written communications.

Implement Staff Development Program (11 districts)

Districts made progress toward implementing staff development programs by:

- providing teachers, administrators, instructional aides, and school board members an opportunity to participate in a variety of inservice opportunities.

- providing district and school level training in specific topics that support the district's goals.
- supporting staff members attendance at statewide conferences.
- participating in the writing, math, and science consortia.
- developing an orientation program for new staff members.

Social Issues that Encourage Healthy Lifestyles (10 districts)

Districts made progress toward encouraging a healthy lifestyle by:

- increasing the availability of counseling services for students.
- adopting a healthy life-skills curriculum.
- displaying student work in an effort to improve student self-esteem.
- encouraging students to participate in decision-making roles and in an advisory capacity on school and district level committees.

Future Role of Technology (9 districts)

Districts made progress toward establishing the role of technology by:

- increasing the use of technology as a teaching tool.
- developing plans to acquire appropriate equipment in an equitable manner.
- creating technology committees to develop student outcomes, curriculum, and implementation plans.
- providing training opportunities for staff members.
- increasing computer use and access for students.
- implementing the STAR schools distance delivery program.
- establishing computer laboratories with new technology such as CD-roms and laser disk players.
- establishing electronic mail systems among the schools in the district.

Procedures for Facility Maintenance (9 districts)

Districts made progress toward developing procedures for facility maintenance by:

- adopting and implementing long-range preventative maintenance plans.
- developing long-term plans for meeting educational facility needs.

Preparing Graduates for the Future (8 districts)

Districts made progress toward preparing graduates for the future by:

- increasing vocational education offerings, academic four-year program offerings and on-the-job training.
- taking steps toward developing competency skills tests as a graduation requirement.
- increasing opportunities for students to receive academic counseling.
- expanding academic extracurricular activities.
- increasing the number of students attending post-secondary institutions.
- using the Alaska Career Information System.
- using the results of graduate surveys to improve the secondary program.

Implementation of Site-based Management (8 districts)

Districts worked with schools to make progress toward implementing site-based management by:

- developing implementation plans for school-level goals.
- conducting community meetings to inform the public as to site-based management plans and to encourage community involvement.

Improving Personnel Management Process (8 districts)

Districts made progress toward improving personnel management processes by:

- increasing the number of minority staff members.
- updating hiring and evaluation procedures.
- involving staff members in the hiring process.

Other Indicators of School Performance

AS 14.03.120(e)(8) provides an opportunity for each district to share their successes in the area of school performance by selecting student, school, and district performance indicators. Thirty-seven districts chose to submit additional indicators of performance.

The indicators submitted varied among districts, but there were similarities. For the State summary, the other indicators of school performance reported by each district have been organized into four broad areas. The number of districts reporting in each area appears in parentheses.

Student Performance (18 districts)
School districts reported:

- recognition for state and national academic achievement by individual students and student teams in: Academic Decathlon, National Merit Scholarship finalists and semi-finalists, annual mathematics examination, Math Counts competition, *200 Years in the White House* student art contest, Future Excellence Class competition, State Geography Bee, National Geographic Alliance/US Navy International Marco Polo Project, debate, forensics, drama, vocal and instrumental music.
- an increase in the number of students on honor roll.
- an increase in the number of graduates enrolled in post-secondary education programs.
- an increase in the number of graduates currently employed.
- an increase in student scores on the Iowa Test of Basic Skills.
- an increase in the number of student's enrolled in college preparatory courses.

Program Implementation (17 districts)
Districts reported:

- implementation of counseling and advisee/advisor programs.
- implementation of enrichment and remedial summer programs.
- implementation of Native and world language programs.

Program Support (10 districts)
Districts reported:

- requesting and being awarded supplementary funds and grants.
- an increase in the number of opportunities for students to participate in academic extracurricular programs.
- an increase in the number of opportunities for students to participate in Native dance and culture.

School and Community Relations (7 districts)
Districts reported:

- developing partnerships with the borough, local businesses, and the university.
- increased community involvement.

Comments on School Performance

Students, Parents and Community Members

AS 14.03.120(e)(3) requires school districts to include comments from students, parents, and community members on the school's performance. Comments from students and parents were collected at the school level and summarized for the district report. Comments from the community were collected and summarized at the district level. Each district collected and reported comments on school performance.

The instruments and methodologies used to collect the comments varied among the districts. To assure some consistency across the State, districts were asked to submit, at a minimum, the top three comments from the public. Each district used an instrument and method that provided information that met their specific needs. Fifteen districts used commercially produced surveys or surveys that were specifically developed for the individual districts. Twenty-four districts submitted the top three comments and seventeen submitted narrative reports. The collection methods used by districts included: sending surveys to all the box holders in the district, conducting random samplings, having a person go into each home and conduct an interview, collection of comments during regularly scheduled meetings or other community events, and providing inserts in the local newspaper.

Each district submitted a summary of the comments they collected to the Department.

Some common themes were prevalent even with the diversity of the instruments, the methods of collection, and the desired outcomes. The number of districts reporting in each area appears in parentheses.

Student Comments

The information reported by districts indicated that students commented on:

- the programs offered in their schools. They would like a wider, more diverse selection of programs. (28 districts)

- their teachers. They commented on receiving personal attention from teachers and support staff. (17 districts)

- their feelings about their school. They feel they fit in and are proud of their school. (14 districts)

Parent Comments

The information reported by districts indicated that parents commented on:

- community-school relationships. They think the school makes an effort to communicate with parents. (14 districts)

- special programs and extracurricular activities for students. (14 districts)

- the teachers. They think that the teachers are concerned about the children as individuals. (10 districts)

Community Member Comments

The information reported by districts indicated that community members commented on:

- community-school relationships. They think the district listens to community members comments and concerns. (19 districts)

- special programs for students. They think the school should offer more extracurricular activities and include Native cultural activities. (12 districts)

- the school. They feel the schools provide a positive experience for students. (11 districts)

Parent Involvement

AS 14.03.120(e)(6) requires school districts to report on meaningful parent involvement in the schools. Each school district superintendent had the option of writing a narrative report or requesting that the school principal complete a *Model Parent Involvement Questionnaire*. Individual school reports were then summarized at the district level.

In the process of reviewing meaningful parent involvement, districts looked at the issue from the point of view of the school providing a warm and inviting climate in which parents and community members are welcome. They considered activities that are meaningful to the volunteer and would contribute to improving student achievement. In addition, sixteen districts have improving and increasing parent and community involvement as an education goal.

The *Model Parent Involvement Questionnaire* is based on five areas of parent involvement: communications between home and school, parents as supporters, parents as learners, parents as teachers, and parents as advisors, decision makers, and advocates. Twenty-three districts reported that each school principal completed the questionnaire. The information from each principal was then summarized as part of the districtwide report card.

Eight districts conducted surveys to determine what opportunities for involvement parents took advantage of and ways in which they wanted to be involved. Twenty-five districts wrote narrative reports or made lists of parent involvement activities.

The questionnaires, reports, and surveys have been summarized under the five areas of parent involvement used in the questionnaire. The information provides a glimpse of the wide variety of activities and opportunities that districts offer parents and community members. On the questionnaire, responses to specific areas of parent involvement were *never*, *seldom*, *some* or *often*. The following areas are those most frequently cited as being done *some* or *often* on the questionnaire or included in the narrative reports. The number of districts responding is in parentheses.

Communications between Home and School

- newsletters (31 districts)
- teacher generated letters (23 districts)
- telephone calls made by teachers to parents (17 districts)
- needs survey (13 districts)

Parents as Supporters

- open house (22 districts)
- student performance (21 districts)
- attend award assemblies (21 districts)
- special school functions (20 districts)
- parent orientation (15 districts)

Parents as Learners

- parent-teacher conference(s) (26 districts)
- written material sent home on parenting tips (18 districts)

Parents as Teachers

- volunteer programs (22 districts)
- school-home learning activities (15 districts)

Parents as Advisors, Decision Makers, and Advocates

- advisory parent group (24 districts)
- district committees (23 districts)
- organized parent group (18 districts)

Student Statistical Rates

Annual Change in Enrollment

AS 14.03.120(e)(5) requires school districts to report the annual change in enrollment. Each district's annual change in enrollment was computed by taking the change of membership from October 1, 1991, to October 1, 1992, and dividing by the October 1, 1991, membership. It is expressed as a percentage.

From October 1, 1991, to October 1, 1992, Alaska's public schools experienced an increase of 2.9% in the kindergarten through 12th grade enrollment. Thirty-nine districts experienced an increase in enrollment. Pribilof had no change in enrollment. The state operated schools, Centralized Correspondence and Mt. Edgecumbe, experienced the greatest increases in enrollment with 33.9% and 23.9% respectively. Aleutian Region and Galena had the greatest decreases in enrollment at 17.9% and 12.4% respectively. Table 1 shows the distribution of increases and decreases in enrollment.

Table 1
Annual Change in Enrollment

Annual Change in Enrollment

Type of Change	Number Districts	Percent Districts
increase of greater than 5%	14	25%
increase of 1-5%	25	44%
no change	1	2%
decrease of 1-5%	11	20%
decrease of greater than 5%	5	9%

Percent Of Enrollment Change Due To Student Transfers Into And Out Of The District (Transiency Rate)

AS 14.03.120(e)(4) requires school districts to report the change in enrollment due to transfers into and out of the district. The district's transiency rate measures the change in student population due to the transferring of students into and out of the district during the school year. In other words, the transiency rate is the percent of students who are not enrolled in a given district the entire school year. The transiency rate was computed by taking the number of students enrolled for 170 days or more and dividing by the total number of students enrolled for at least one day. The result was then subtracted from one and expressed as a percentage.

Higher percentages in the transiency rate reflect a mobile student population. A 25% transiency rate means that only 75% of the students attended for the complete school year in that district. The transiency rate plays a role in considering the long-term effect of a given program if a quarter of the students only attend for part of the year. Student performance indicators may also be effected by the transiency rate.

During the 1991-92 school year, Alaska's school districts experienced an average transiency rate of 19.8%. Two districts, Centralized Correspondence and Unalaska City, experienced transiency rates greater than 50%. Thirteen districts had transiency rates of less than 10%. (Kake City, Kashunamiut, Copper River, Delta/Greely, North Slope Borough, Chatham, Lower Yukon, St. Mary's, Pribilof, Wrangell City, Petersburg City, Yukon/Koyukuk, Hydaburg) Table 2 shows the distribution of transiency rates among the districts.

Table 2
Transiency Rate*

Transiency Rate*

Type of Change	Number Districts	Percent Districts
less than 10%	13	24%
10% - 24%	27	50%
25% or greater	14	26%

* Total for 54 districts only. Data was not available for two school districts

Attendance Rate

AS 14.03.120(e)(5) requires school districts to report their attendance rate. The attendance rate was computed at the school and district level by taking the aggregate daily attendance during the regular school year and dividing by the aggregate daily membership. It is expressed as a percentage. Daily attendance at the elementary level is based on each half session. When a student is present for only part of the session, her/his attendance is counted according to the nearest half day of attendance. Attendance at the secondary level is based on the load (number of periods) of each student and the number of periods absent based on that load. The Alaska Department of Education's *Pupil Accounting Manual* states in 5 42 01: *A student may be counted present only when he or she is actually at school or is present at another place at a school-sponsored instructional program.* During the 1991-92 school year Alaska's school districts experienced an average daily attendance rate of 93.5%. Six districts reported an attendance rate of 95% or higher. (Centralized Correspondence, Aleutian Region, Adak, Yakutat City, Kuspuk, Lower Yukon) Three districts reported an attendance rate below 90%. (Yukon Flats, Iditarod, Klawock) Table 3 shows the distribution of attendance rates among the districts.

Table 3
Attendance Rate*

Attendance Rate*

Rate	Number Districts	Percent Districts
95% - 100%	6	11%
90% - 94.9%	46	84%
less than 90%	3	5%

* Total for 55 districts only. Data was not available for one school district

Graduation Rate

AS 14.03.120(e)(5) requires school districts to report their graduation rate. The graduation rate will be computed at the school and district level by taking the number of high school graduates and dividing by the number of students who were enrolled in the ninth grade in that district four years earlier. The ninth grade cohort four years earlier is the membership count on October 1 in that year. The ninth grade membership is adjusted by subtracting the number of deaths and transfers out of the district from the cohort group. The number of graduates is adjusted by subtracting the number of students that transferred into the graduating class.

Districts have begun collecting information on the FY92 and FY93 ninth graders for the computation of the 1995 and 1996 graduation rates respectively. The first statewide graduation rate will be reported in the FY95 *Summary of Alaska's School Districts Report Cards to the Public*.

Percent Of Students Promoted To The Next Grade

AS 14.03.120(e)(5) requires school districts to report their promotion rate. The promotion rate is computed at the school and district level by taking the number of students advanced to the next grade or level at the end of the school year and dividing by the membership on the last day of the school year. The results are expressed as a percentage for each grade first through eighth.

Fourteen districts reported 100% promotion rate for grades one through eight. (Adak, Annette Island, Bristol Bay Borough, Chugach, Craig City, Dillingham City, Galena City, Hoonah City, Iditarod Area, Kake City, Petersburg City, Sitka Borough, Unalaska City, Yakutat City).

Grades seven and eight had the lowest statewide promotion rate at 97.3% and 97.7% respectively. Grades two, three, four, five, and six have promotion rates of over 99%. Table 4 shows the State average for the percent of students promoted to the next grade levels one through eight.

Table 4

Alaska Statewide Average of the Percent of Students Promoted to the Next Grade

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	98.5%
2	99.2%
3	99.5%
4	99.5%
5	99.6%
6	99.8%
7	97.3%
8	97.7%

Percent Of Students Scoring In The Top And Bottom Quarter Of A Standardized National Achievement Test

AS 14.03.120(e)(1) requires school districts to report the percent of district students scoring in the top and bottom quarter of a national standardized achievement examination. Similarly, Alaskan regulation 4 AAC 06.710 requires school districts to annually assess students in grades 4, 6, and 8 with a basic skills achievement test in reading, mathematics, and language arts. This report, *Summary of Alaska's School District Report Cards to the Public*, combines these requirements and includes much of the information previously produced in the annual Department publication, *Basic Skills Performance of Alaska's Students.*

The 1991-92 school year was the third consecutive year of the statewide student testing program. Hence, three years' test results for the state as a whole and for each district are included in this report. In 1989 the Iowa Tests of Basic Skills, Form G (ITBS) was selected as the test that best met the requirements of 4 AAC 06.710. The ITBS is designed to permit comparisons between the scores of local individual students or groups of students with a national sample of students in the same grades. In 1991-92, districts were given the option of testing in either the fall or spring, depending upon local needs. All other testing conditions were the same across the three year period. A more complete description of the testing program is included in Appendix A.

The ITBS results described in this report represent a small but important sampling of all the skills and knowledge that are taught in Alaska's schools. Many important areas are not tested by the ITBS. Together with the other information collected and reported by each district and summarized for the state, the testing results add to our understanding of the performance of students in Alaska.

In 1991-92, more than 25,000 students in grades 4, 6, and 8 were tested with the ITBS. This represents approximately 92% of the public school students eligible to be tested. State regulations exempt only certain types of special education and non-English speaking students from testing.

Mt. Edgecumbe did not participate in the Statewide Testing Program because it is a residential school for students in grades 9-12. The scores reported by Mt. Edgecumbe are based on the spring administration of the Science Research Associates Tests (SRA) for students in grades 9 and 11. Like the ITBS, the SRA is a standardized norm referenced test. The results are based upon 1985 norms.

In this report, the scores used to report test results are the percent of students in the bottom quarter and the top quarter. The percent of students scoring in the bottom quarter is the proportion of the students whose percentile scores were lower than 75% of the original norm group. The percent of students scoring in the top quarter is the proportion of the students whose percentile scores were higher than 75% of the norm group. In a group of 100 students if 30 scored higher than the 75th percentile and 20 scored lower than the 25th percentile, the percent in the top quarter would be 30% and the percent in the bottom quarter would be 20%. The test was originally developed so that 25% of students would score in the top quarter and 25% would score in the bottom.

During the 1991-92 school year, fourteen of Alaska's school districts had an enrollment of ten or less students at a given grade level. As the reader reviews the test scores on the summary pages of individual districts, he or she needs to remember the impact these low student numbers have on the percentage rates. A district may have three students in grade four scoring in the top quarter out of a class of ten for a percentage of 30%, whereas, out of a class of twenty the percentage would be 15% and in a class of 100 it would be only 3%.

Statewide Student Characteristics and Student Performance

This year's statewide results continue to show that more Alaskan students score in the top quarter than in the bottom quarter. The 1991-92 results show that:

- more than 25% of Alaska's students scored in the top quarter in all areas except language arts in grades 4 and 6.
- fewer than 25% of Alaska's students scored in the bottom quarter in all grades and subjects.

Three year trends indicate:

- more students are scoring in the top quarter in mathematics in grades 4 and 6.
- fewer students are scoring in the bottom quarter in all subjects in grade 4, math in all grades and in language arts in grade 8.
- a decrease in the percentage of students scoring in the top quarter in reading in grades 4 and 6 and the bottom quarter in grade 8.
- a decrease in the percentage of students scoring in the top quarter in language arts in grades 6 and 8.

The results also continue to show that the performance across Alaska's school districts varies widely. Information gathered for this report and from other sources continues to indicate that lower district scores are associated with high rates of students who live in homes where English is a second language, with cultural differences between the community and the school, and with high concentrations of families who are poor.

Standardized Test Results

Percent of Students in the
Top and Bottom Quarter
on the Iowa Tests of Basic Skills

░ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	23,372	94.5%
1990-91	24,684	94.8%
1991-92	25,434	92.1%

Students Absent from Testing

	# students	%
1989-90	data not available	
1990-91	687	2.6%
1991-92	672	2.4%

Students Excluded from Testing for Special Education or Bilingual Reasons

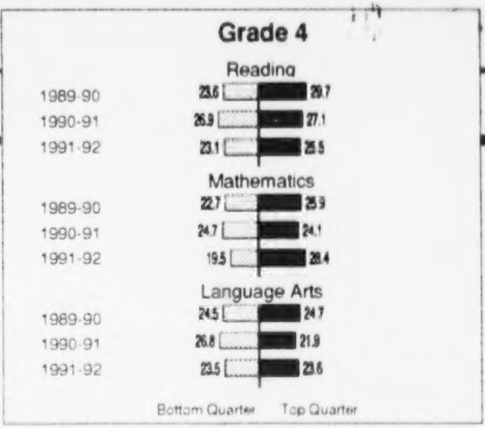
	# students	%
1989-90	data not available	
1990-91	681	2.6%
1991-92	1499	5.4%

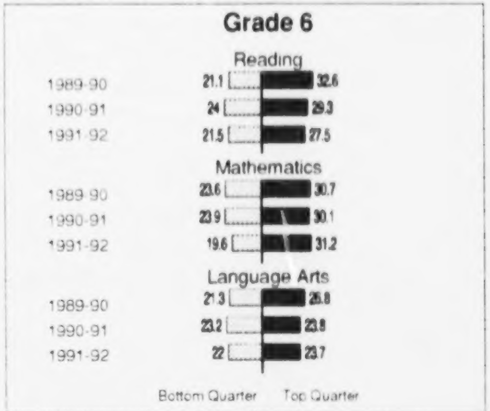
Special Education Students Tested

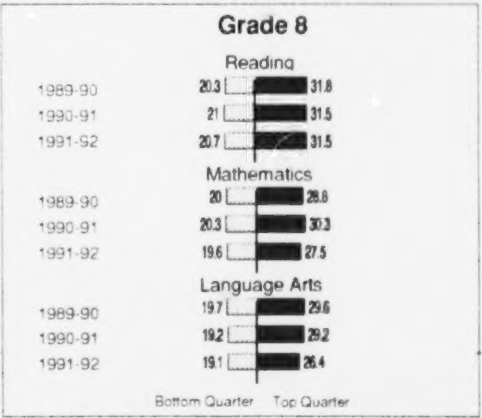
	# students	%
1989-90	1594	6.8%
1990-91	1798	7.3%
1991-92	2044	7.4%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	3281	14.0%
1990-91	3173	12.9%
1991-92	2149	7.8%







Student Questionnaire

4 AAC 06.740-750 also requires the development and administration of school and student questionnaires and requires that the information from the questionnaire be used to interpret and report statewide testing results. This section highlights some of the stronger relationships that were found between student performance levels and student responses to questions statewide. Why some individuals or groups of students perform better in school than others is a complex matter, too complex to be completely answered by a general survey such as this assessment. However, a survey can identify some of the factors that are related to performance.

A complete listing of all questions, responses and corresponding statewide average scores is available from the Department of Education's Office of Data Management.

Four relationships stood out as particularly important when student responses to questions and student scores on the ITBS were compared statewide.

1. Reading Outside of School: Over 50% of Alaska's 4th, 6th, and 8th grade students reported reading outside of school almost everyday. The average scores for students who reported they read books, magazines, newspapers or comics almost every day outside of school were 16 to 21 percentile points higher than those who read only once or twice a week. Differences were even greater for those students reading less often.

2. Television Watching: The average scores for students who reported they watched television 1-2 hours each day was around 14 percentile points higher than those who watch more than 3 hours each day. Approximately 24% of the 4th and 6th graders and 18% of the 8th graders reported watching television more than 3 hours each day. The average scores for students who reported they watched television 1-2 hours a day was around the 59th percentile.

3. Homework: The amount of homework being assigned varies across the grades with 49% of the 4th graders, 64% of the 6th graders, and 76% of the 8th graders reporting being assigned homework almost everyday. At the 8th grade, students who were assigned homework regularly scored about 21 percentile points higher than those with homework assigned once or twice a week. In the eighth grade there is a difference of approximately 10 percentile points between students spending 1-2 hours on homework and students spending only half an hour. Eighth graders spending 1-2 hours on homework scored at about the 61st percentile.

4. Student Plans for the Future: Students in grades 6 and 8 were asked about their future educational plans. The average score of students who reported they intend to go to college or obtain an advanced degree was around 23-53 percentile points higher than those planning to pursue less education. The average score of students planning to go to college was around the 59th percentile. The average score of students planning to obtain an advanced degree was around the 70th percentile.

Individual district responses to all questionnaire items can be obtained by contacting each district.

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Adak Region Schools

Edward Gilley, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The Adak Region School Board's education goals and objectives are evidence of an ongoing commitment and dedication to provide the best education to the community's children. The mission of the District is to provide learning experiences that help each and every child to achieve his/her maximum intellectual, social, physical, emotional, and moral development. The School Board's philosophy of education is that the responsibility of education is a team effort, shared by everyone in the community including the children, all school employees, teachers and parents. It is believed that the efforts of the District are successful when each student demonstrates the fundamentals required for competent citizenship, which far exceed the strategies and expectations of America 2000.

District Progress Toward Goals

During 1991-92, Adak Region Schools had five goals with twenty strategies for meeting those goals. Eleven of the strategies have been achieved. The other nine are ongoing during 1992-93.

1991-92 GOALS	PROGRESS
■ To recruit, select, and retain the best qualified personnel for all district positions.	■ utilized teams to serve on selection committees • committees reviewed hiring and selection process • developed exit interview questionnaire
■ To develop a comprehensive curriculum for the middle school and review elementary and high school curriculum	■ formed districtwide curriculum committee
■ To solicit and recruit parent/citizen involvement in the Adak Region School District on an ongoing basis.	■ formed parent/citizen group • established Principal's Advisory Committees
■ To develop effective strategies and techniques to ensure positive employee morale and involvement in the decision making process.	■ developed and implemented Principal's Advisory Committees • developed recognition program • developed exit interview questionnaire
■ To assess the current extra-curricular activities and expand the programs to offer all students an opportunity to participate.	■ began swim team

Other Indicators of School Performance

- ■ over the last three years, the Iowa Test of Basic Skills scores increased by approximately 6%
- achieving one goal...to be designated, nationally, as a school of excellence
- low percentage of students who indicate "At-Risk" characteristics
- innovative new programs implemented over the last three years
- excellent counseling and advisee/advisor programs

Comments on School Performance:

Students, Parents, and Community Members

Community

- ■ very pleased with both schools
- accepted orders to Adak because of the exquisite reputation of the district
- happy to see after-school activities

Parent

- ■ children are well-prepared for the first grade
- very happy with the school in general
- keep school class size as it is: low numbers afford children a better chance to learn

Student

- ■ increase extra-curricular (after school) programs
- additional student travel to science fairs and math programs
- schedule more band trips off the island

Parent Involvement

- Saturday Scholar Program involves 103 tutors (parents/adults) assisting 103 students
- summer school program
- computer lab is available to students and parents on weekends
- parents tutor students throughout the school year
- parents join students during their lunch hour
- parents volunteer their time to read to the students
- strong PTO/PTA attendance
- parents offer remedial/enrichment programs
- U.S. Navy's Personal Excellence Partnership Program
- Superintendent's Parent Advisory Committee
- Principals' Parent Advisory Committee
- District-wide Curriculum Committee
- Vocational Education Advisory Team

Annual Change in Enrollment -6.0%

Transiency Rate 25.9%

Attendance Rate 97.0%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	156	98.7%
1990-91	165	98.2%
1991-92	158	90.8%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	3	1.8%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

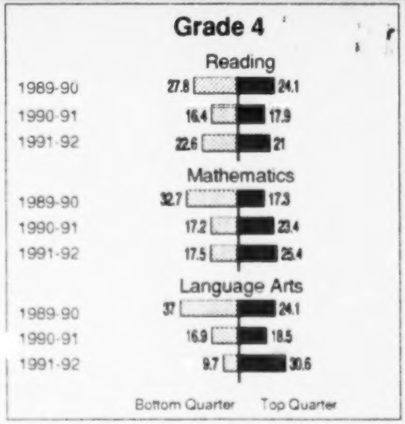
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	16	9.2%

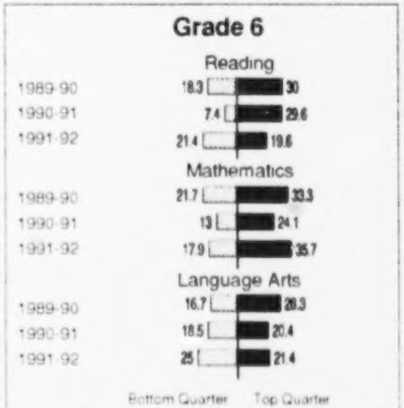
Special Education Students Tested

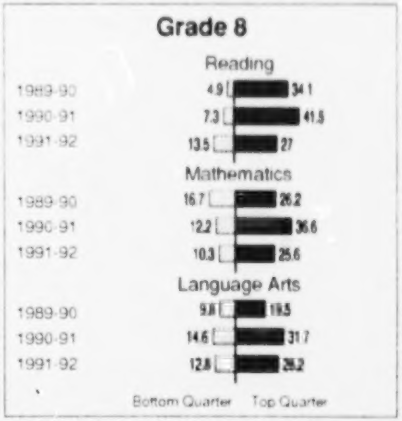
	# students	%
1989-90	5	3.2%
1990-91	9	5.5%
1991-92	11	6.3%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	21	13.5%
1990-91	17	10.3%
1991-92	1	0.6%







Alaska Gateway Schools

Spike Jorgensen, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

Education administers phonetic instruction combined with look-say methods and we increase the success rate of all students' ability to read to about 90%. The specific methodologies that are needed to reach the other 10% may or may not be known, but when we can locate them our rate of successful instruction can reach 98.5 to 100%.

The knowledge to do this in each of the subject matter areas is critical to the development of our professional practice. Thus we can reliably and predictably serve each and every students' learning. Interested professionals are accumulating this knowledge so it can be used across the district and improve instruction for all.

My extended thanks to the wonderful practicing professional teachers and administrators in the district who are making advances with these considerations for the individual learners.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Improve internal and external communication.	■ activities took place at four schools
■ Seek funding and develop programs for students seeking opportunities beyond the minimum requirements.	■ developed Mentasta 2000: community very active in creating school environment; developed partnership with University
■ Develop and implement programs and curricula to meet the needs of students.	■ hired mentors to teach native and fine art skills; satellite installed; added Language, Legends, and Culture
■ Students will be involved in developing a plan for graduation.	■ provided options for students to take classes
■ Aggressively pursue innovative funding in order to establish our objectives/mission.	■ secured $2,500 for library materials and $800 for textbooks; formed partnership with Univ. AK
■ Motivate parents, students, and community to participate in the educational process.	■ increased number of community members involved in extra-curricular events
■ Define student outcomes.	■ worked on three areas: language arts, technology, and science
■ Pursue the cooperation of the community agencies.	■ used state and local organizations as resources
■ Evaluate the function of the resource center/libraries and correspondence studies program.	■ committees met, examined research, and recommended changes to Board which were adopted
■ **Provide training for staff, community members, parents and students in order to facilitate participation in meeting the strategic planning objectives.**	■ provided inservices during regular school board inservices

Other Indicators of School Performance

■ Alaska Gateway School District operates and maintains many programs during and beyond the school day to meet special needs, interests, and training for students. Some activities which are typically extra-curricular are taught during regular school hours at some schools through physical education, music or vocational programs. Other programs are offered that enhance the core academics.

Comments on School Performance:

Students, Parents, and Community Members

■ Comments are translated into Advisory School Board policies by individual schools.

- To ease student transition between grades, to maximize instructional resources, and to provide a continuous permanent record accessible to parents, a program was instituted to maintain individual student records at the school site.
- To provide students with a physically safe, drug free environment, free of verbal assault where students don't have to compromise their achievements to avoid ridicule.
- To provide students with an integrated, innovative curriculum, focusing on the true needs of their facing real world choices.
- To promote parental involvement, the school shall actively develop a positive attitude and support a program which encourages parental contact and involvement.

Parent Involvement

■ The Alaska Gateway School District has advisory school boards elected at each site which determine curriculum, programs, establish attendance policy and procedures within the school, and, in general, implement the policy items at the local level.

■ Parent involvement in the actual classroom activities varies from school to school, with the school being the center of each community's activities. In some schools we have more parent advisory committees than we have parents available to serve on those committees.

■ Within the school, you will frequently find parents assisting students, helping with classroom instruction, setting up special early childhood programs, performing and assisting with extra-curricular activity, and generally assisting the school district in any way they can to help students in both the curricular and extra-curricular functions.

■ Some schools have active Parent, Teacher, Student Associations, and others have this as a goal.

■ The Alaska Gateway School District has used an educational planning process for the last ten years which utilizes public meetings and questionnaires for each of the communities in order to determine program and goals for the upcoming year. This planning process, at the present time, is being replaced by Strategic Planning and a strong association with the encouraged reviews through America 2000 and Alaska 2000 efforts.

► **Annual Change in Enrollment**	**5.1%**
► **Transiency Rate**	**26.0%**
► **Attendance Rate**	**91.6%**

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	97.7%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	97.6%

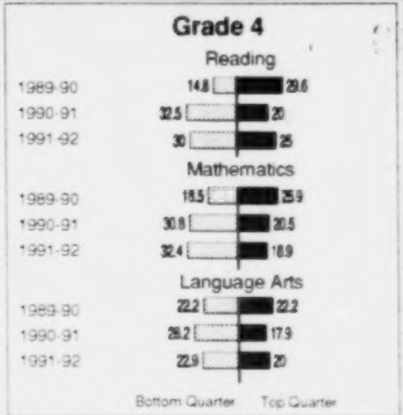
Standardized Test Results

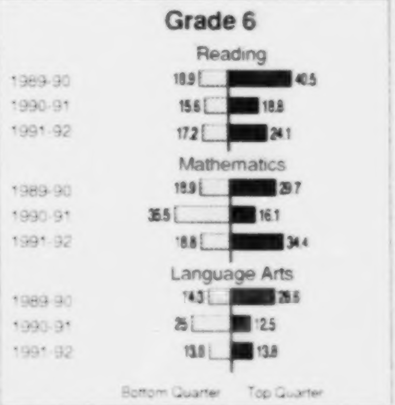
Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

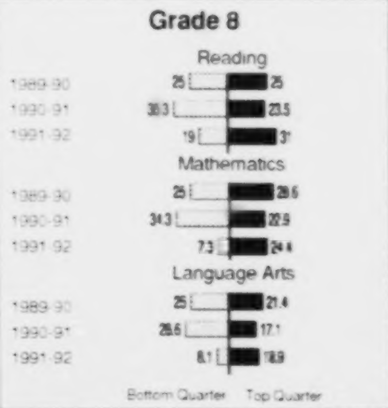
☐ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter







► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	92	81.4%
1990-91	107	92.2%
1991-92	115	87.1%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	5	4.3%
1991-92	15	11.4%

Students Excluded from Testing for Special Education or Bilingual Reasons

	# students	%
1989-90	n/a	
1990-91	4	3.4%
1991-92	2	1.5%

Special Education - Students Tested

	# students	%
1989-90	5	5.4%
1990-91	9	8.4%
1991-92	12	9.1%

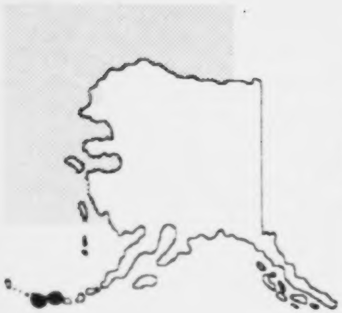
Bilingual/Bicultural Students Tested

	# students	%
1989-90	19	20.7%
1990-91	7	6.5%
1991-92	20	15.2%

Aleutian Region Schools

Summary of the School District Report Card to the Public

Joeseph Beckford, Superintendent



Superintendent's Highlights

Aleutian Region School District is continuing with its goals of developing higher order thinking skills, aligning teaching and testing, increasing student engagement in learning, and transforming teachers from lecturers into managers. Teachers have been inserviced in portfolio assessment and are refining the process through the use of computer technology. In conjunction with Unalaska City School District, the Aleutian Region teaching staffs will be inserviced by the Education Development Center in the I-search model, a school based approach to integrating inquiry-based method and technology into the curriculum. Innovative approaches are being explored for increasing the scope of educational programming available for students.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Develop higher order thinking skills.	■ writing across curriculum implemented with focus upon language arts as mechanism for developing critical thinking skills • entrepreneurship program established for secondary students
■ Align teaching and testing with curricular objectives.	■ teachers have begun implementing and refining portfolio assessment skills
■ Increase student engagement in learning process and reduce nonproductive time.	■ additional staff time approved for providing supplemental services and activities for students
■ Transform teachers from lecturers into managers.	■ teachers inserviced in cooperative learning strategies, portfolio assessment, and I-search model

Other Indicators of School Performance

■ The mission of the Aleutian Region School District is to provide an educational program that will provide each student with a sense of self-respect, confidence, and a command of the basic skills essential for him/her to successfully compete in the vocation followed after leaving school and make a successful transition from their local environment to outside environments in future years.

- Extensive surveying of parents indicates a high level of satisfaction and support of the schools, its programs, and its efforts to implement change.

Comments on School Performance:

Students, Parents, and Community Members

Community

■ continue Aleut language and culture instruction
- concern over length of multi-purpose room remodel project
- overall, happy with communications from District

Parent

■ providing good quality of education
- children better prepared for further education
- unsure of ability to influence the educational process

Student

■ like variety of classes
- more off-island trips and pool to learn to swim
- feel they belong and are able to participate

Parent Involvement

- a high level of home-school communications through teacher phone calls and letters to parents
- parents supporting the schools through attendance at open house, student performances and award assemblies
- the school helping parents via informational workshops and pamphlets on parenting tips

Annual Change in Enrollment	-17.9%
Transiency Rate	33.3%
Attendance Rate	97.2%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	100.0%
2	100.0%
3	*
4	100.0%
5	100.0%
6	100.0%
7	no students enrolled
8	100.0%

* Promotion data are not reported when fewer than three students were enrolled.

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	8	100.0%
1990-91	7	100.0%
1991-92	8	80.0%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

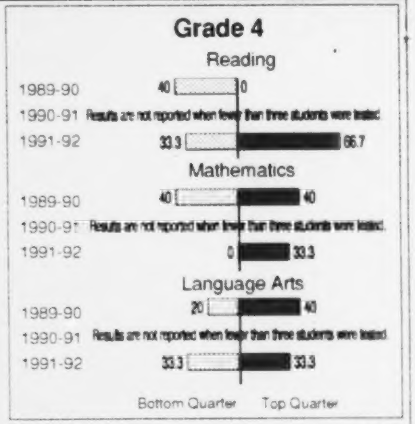
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	2	20.0%

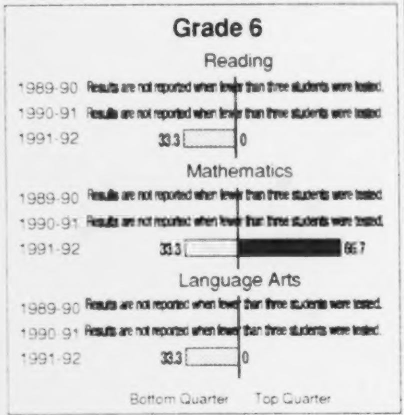
Special Education Students Tested

	# students	%
1989-90	2	28.6%
1990-91	4	50.0%
1991-92	0	0.0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	6	85.7%
1990-91	6	75.0%
1991-92	5	50.0%


Grade 4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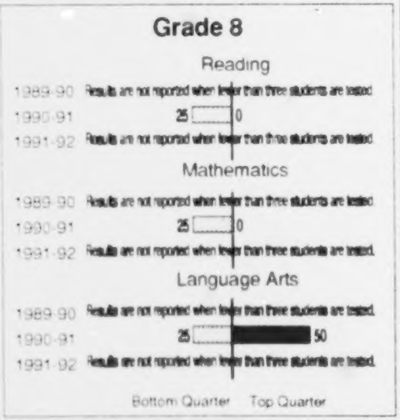

Grade 8

Aleutians East Schools

Summary of the School District Report Card to the Public

Tom Ryan, Superintendent

Superintendent's Highlights

Aleutians East's Strategic Planning effort again involved planning meetings of each advisory board, of each school's junior high and high school students, and of educators at each school. The effort was culminated by a joint planning retreat of the major leadership agents: board members and administrative officers of Aleutians East Borough Assembly, Aleutians East Mayors, East Aleutians Tribes Health Department, AEBSD Board Members, and administrative staff. Our plans stem from a broad mandate from these groups to provide the best possible educational program and extra-curricular opportunities, within the scope of what the public is willing to fund.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Inservice training for boards and staff.	■ pre-service and inservice training • participated in writing, math, science consortia • School Board and ASB workshop
■ Continuous development of research-based, proven curriculum, including computers and high-tech learning tools.	■ purchase of Phase I technology • individual growth plans for technology implementation • technology inservice • students' work demonstrates value on quality
■ Develop close working relationship between schools and borough agencies and others serving students.	■ Borough funded technology purchases • Health Department provides personal counseling services districtwide
■ Promote availability of crisis counseling programs.	■ referrals and on-going counseling services districtwide
■ Develop a strategic plan to maximize student achievement in the event of funding decline.	■ policy adopted for maintaining quality programs
■ Promote partnership with the borough regarding facility planning and maintenance.	■ long-range plan adopted for local contribution, major maintenance, construction, preschool and scholarship grants • biannual meeting of Board and Assembly • Superintendent and Borough Administrator coordinate daily

Other Indicators of School Performance

■ supporting innovation and improvement
- partnership with Borough to upgrade school facilities
- continuing staff and board member training
- fisheries science and technology infused
- math achievement improving in response to new curriculum
- pursuing updated social studies curriculum
- examining vocational apprenticeship options, and implementing high technology, cooperative learning, and distance delivery satellite learning techniques
- considering dramatic schedule and calendar variations, appropriate to fishing economy and lifestyle

Comments on School Performance:

Students, Parents, and Community Members

Parent/Community

■ High quality teachers make all the difference.
- Computers and high-technology have strengthened our programs.
- Add electives directed at life skills, jobs, post secondary.

Student

■ High-technology learning tools are great!
- We'd like more career counseling.
- We'd like more elective options.

Parent Involvement

■ Parent involvement questionnaires were completed at all six school sites.

■ During September and October 1992, the Superintendent attended local Advisory School Board meetings inviting the public to participate in an update of strategic planning and educational program planning. A priority list for each group was developed reflecting the highest concerns and values for the local school. Similar meetings were held by the local principal with teachers and classified staff, and separate meetings were held with students in grades 6 through 12.

■ In November, written surveys were also mailed to parents and completed by students grades 6-12, to give them a confidential opportunity to comment on any subject as well as to express "strongly agree, agree, don't know, disagree, or strongly disagree" with twenty-five statements regarding the educational program offerings. The survey results and added comments were shared with the staff and entire community in public meetings, the newspaper, and district newsletter.

▶ **Annual Change in Enrollment**	**4.1%**
▶ **Transiency Rate**	**15.4%**
▶ **Attendance Rate**	**91.8%**

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	97.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	59	83.1%
1990-91	81	86.2%
1991-92	68	88.3%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	6	6.4%
1991-92	5	6.5%

Students Excluded from Testing for Special Education or Bilingual Reasons

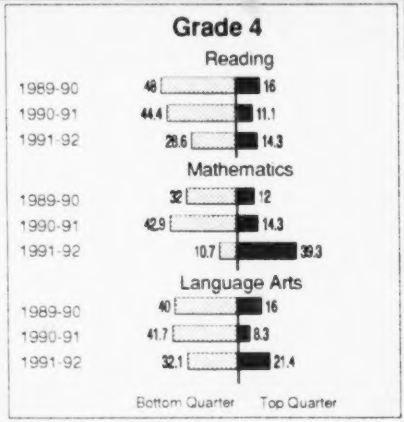
	# students	%
1989-90	n/a	
1990-91	7	7.4%
1991-92	4	5.2%

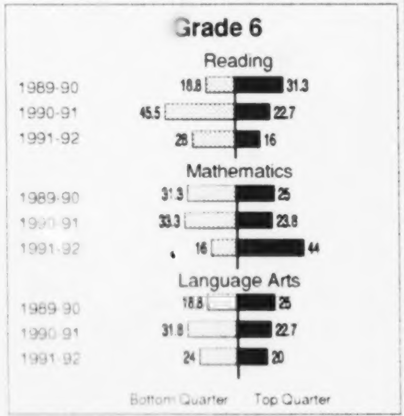
Special Education Students Tested

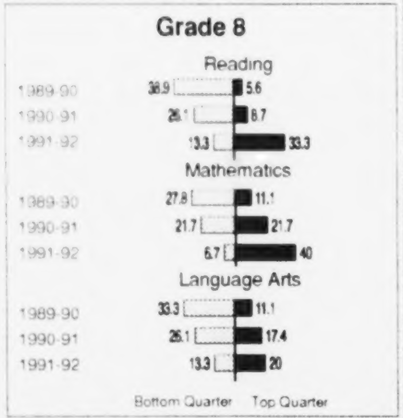
	# students	%
1989-90	2	3.4%
1990-91	4	4.9%
1991-92	0	0.0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	14	23.7%
1990-91	3	3.7%
1991-92	1	1.3%







Anchorage Schools

Summary of the School District Report Card to the Public

Bob Christal, Acting Superintendent

Superintendent's Highlights

The Anchorage School District is entering into its second year of implementation of Strategic Planning. The Winning Through Stronger Education (WISE) community group has completed its strategy setting and Action Plan development. The information from that group has been shared with district staff, the Board, and the community. The district has adopted an enhanced form of the objectives and strategies originally developed through the WISE process. These strategies form the targets for district activities this year and in the future.

Yet, the major obstacle facing Anchorage in 1992-93 is finding adequate resources to support the programs currently in place for 1993-94 and beyond. Even so, we in Anchorage expect to have a quality year and to provide quality education to our students.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ To increase the use of *outcome* indicators in education program evaluation and review as opposed to *process* indicators.	■ district and unit level Planning Model instituted • one goal at each school was required to be academic goal • writing and portfolio assessments
■ To enrich the educational program offered to students through minority role models as presented by minority certificated staff members.	**■ 57 minority certificated staff members hired in 1991-92 • minority recruitment plan developed**
■ To implement a budget development process which will include: » School Board planning and direction opportunities; » consistency with goals; » public involvement; » maximizing educational opportunities; » financial plan in balance with revenues.	■ budget development process coincides with cycle used by Municipality of Anchorage • Board set overall parameters for development of district's budget • public hearings on budget held around community
■ To make cable television more effective as a communication tool.	**■ news vignettes, Board meetings and other district meetings aired on district's cable channel • monthly "On Focus" program**
■ To maintain smaller class size.	■ average class size figures for 1991-92 lowest in recent memory
■ To identify capital projects that will address the housing of students, programs, and inequities between and among schools.	**■ "Retrofit Study" completed • worked with parent and community groups to identify priorities for facilities**
■ To offer a wide range of educational opportunities to the clients of the District.	■ "Schools-of-Choice" instututed in traditional high schools • Spanish Immersion Program, grades K and 1 offered • Middle School Program continues

Other Indicators of School Performance

■ A variety of information is discussed in the two Profiles of Performance documents for 1991-92 in which one concentrates on the district level and the other provides information on a school by school basis. These documents, coupled with the individual School Report Cards and the information provided here presents a well rounded view of the Anchorage School District. The Addendum to Board Memorandum #63, dated August 24, 1992, provides an excellent summary of the information provided in the profile documents.

Comments on School Performance:

Students, Parents, and Community Members

Community

• A survey shows that the citizens of Anchorage are willing to support public education at a higher level *if they know where the new money is going and are convinced it is worthwhile.*

Parent

■ **Favorable**	■ **Unfavorable**
staff/teachers	facility/equipment
parent communications/ involvement	math and science
school's goals	discipline/structure
overall excellence	P/T/R too high

Student

■ **Favorable**	■ **Unfavorable**
staff/teachers	playground equipment
extra-curricular/programs	more computers
good attitudes/motivation	more special activities
socialization	

Parent Involvement

- Parents have the opportunity for involvement in their schools through a variety of means. These include membership in school related groups like PTA or PTO, volunteering in the schools, attending parent-teacher conferences at least twice a year, receiving newsletters on a regular basis, arranging meetings with administrators or teachers, and serving on advisory councils at the school level.

- Districtwide, parents have the opportunity to address the School Board at any regularly scheduled meeting (at least twice a month). They can, and do, contact individual district staff members, including the superintendent, to get answers to questions or to raise issues for consideration. A number of districtwide advisory committees exist which include parents and community members on their rolls.

- Parents and community members are frequently asked to serve on ad hoc committees which are formed to investigate specific issues of interest to the community. These groups are formed, complete their task, and are dissolved. The time frame for the task may range from days to years, but the committees are temporary, existing to deal with specific issues.

▶ **Annual Change in Enrollment** 3.3%

▶ **Transiency Rate** 17.8%

▶ **Attendance Rate** 94.2%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	98.9%
2	99.6%
3	99.8%
4	99.7%
5	99.8%
6	99.8%
7	95.0%
8	96.3%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	8741	95.1%
1990-91	9414	95.9%
1991-92	9668	93.4%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	95	0.9%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

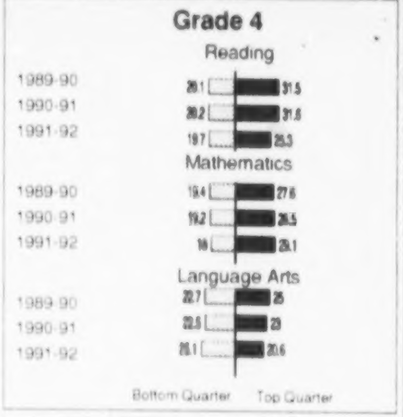
	# students	%
1989-90	n/a	
1990-91	308	3.1%
1991-92	686	6.6%

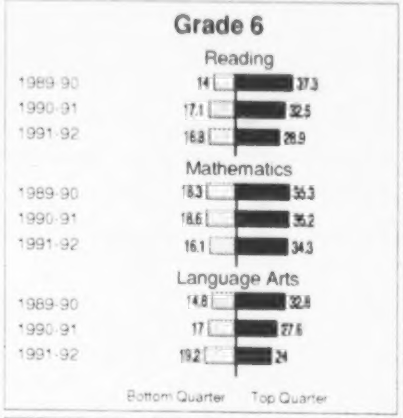
Special Education Students Tested

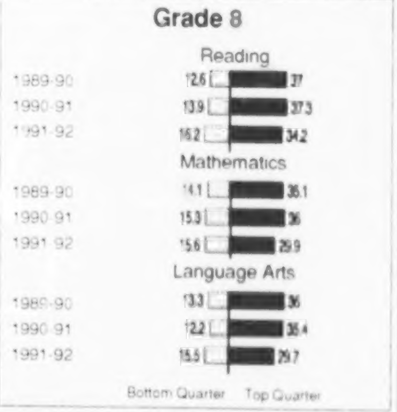
	# students	%
1989-90	518	5.9%
1990-91	558	5.9%
1991-92	770	7.4%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	792	9.1%
1990-91	790	8.4%
1991-92	407	3.9%







Annette Island Schools

Keith Tolzin, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

A major highlight of the school year has been full accreditation by the Northwest Accreditation Association for the Elementary School, Middle School and High School.

A survey of students was completed by the Parent Advisory Committee of Indian Education and Johnson-O'Malley programs. The results of the survey will be utilized in developing the schools' strategic plan.

The Board of Education is working on an ongoing basis of reviewing and updating the policy manual.

The Curriculum Committee of the School is continuing the review of the program at the secondary level. Applied courses are being integrated into the curriculum on an ongoing basis. The task is to design a curriculum that will meet the needs of students.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Complete the development of a school district strategic plan.	■ adopted mission statement and goal statements for 91-92 • objectives ranked by priority
■ Implement the process and procedures necessary to meet the legislative mandates required in A.S. sec 14.03.120. (the report card law).	■ identified process and procedures necessary to meet legislative mandates of AS Section 14.03.120
■ Develop a superintendent evaluation system for use by the Board of Education.	■ reviewed superintendent evaluation system • evaluation system drafted and recommended for Board review • recommendation not adopted
■ Develop a plan to implement the May 1991 accreditation study recommendations for the middle school and high school.	■ presented accreditation study results to Board • recommendations of study being implemented by school district
■ Conduct a study of the weighted scale grading system used for class ranking in selection of valedictorian and salutatorian to make recommendations to the Board of Education in updating the policy.	■ completed study of weighted grade scale • recommendation made to Board and no policy change occurred

Other Indicators of School Performance

■ A combination Johnson-O'Malley and Indian Education survey was conducted. The survey was completed by 93 parents, 22 educators, and 139 students. The overall survey results are listed in priority order.

- Tsimshian Language
- Metlakatla History
- Tsimshian History
- Night School Make-up
- Middle School Counselor
- Speech Class
- Tsimshian Songs
- Culture Games

Comments on School Performance:

Students, Parents, and Community Members

Parent

■ Expand the cultural program to include Tsimshian language, native foods, medicines, history, instruction by native leaders, and a positive support of native values.

Student

■ There should be more native arts and more time for it.

- We should have beading.
- They should teach about Metlakatla history.

Parent Involvement

■ The Annette Islands has a variety of advisory groups that work with the school administration and Board of Education. The parent group which provides for extensive interaction is the J.O.M./ Indian Education Advisory Committee. This committee meets each month and is appointed by the Board of Education.

■ The Community Education Advisory Committee also meets on a monthly basis and is appointed by the Board of Education. The committee advises the district in relation to programs offered for adult education and also college level courses. A major emphasis this year is community recreation and its relation to the school community.

■ The Student Council of the Metlakatla High School meets weekly and also provides communication with the administration on a variety of issues. A member of the student council represents the student body as a non-voting member of the Board of Education.

► **Annual Change in Enrollment**	3.0%
► **Transiency Rate**	*
► **Attendance Rate**	91.6%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

* information not available

► **Percent of Students Promoted to the Next Grade**

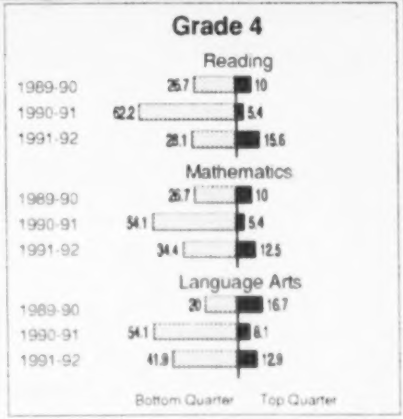
Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

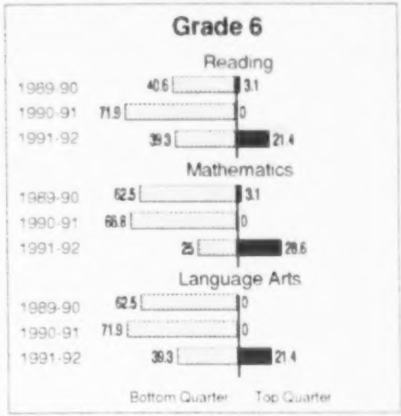
Standardized Test Results

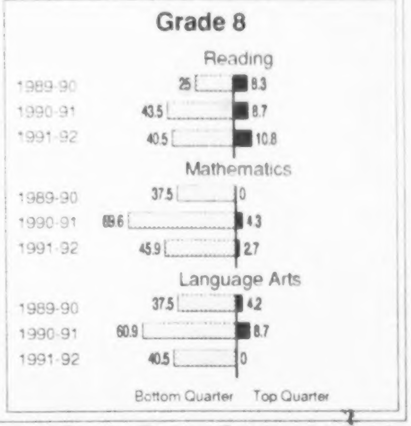
Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

░ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter







► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	86	87 8%
1990-91	92	92 0%
1991-92	97	89 0%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	8	8 0%
1991-92	10	9 2%

Students Excluded from Testing for Special Education or Bilingual Reasons

	# students	%
1989-90	n a	
1990-91	0	0 0%
1991-92	2	1 8%

Special Education Students Tested

	# students	%
1989-90	1	1 2%
1990-91	17	18 5%
1991-92	8	7 3%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	1	1 2%
1990-91	11	12 0%
1991-92	5	4 6%

Bering Strait Schools

David Bowling, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

Paralleled with the America 2000 National Education Goals, Bering Strait School District is working collaboratively with other social agencies and community services to provide a quality education for all students.

Working cooperatively with parents and advisory education committees, our eleven-member Board of Education has set goals to improve instructional systems within our district so that all students learn successfully. In pursuit of this quest, our schools provide a variety of educational opportunities richly enhanced with developmentally appropriate, whole-language, and hands-on activities.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Increase parent participation in school programs and the learning process.	■ School Advisory Education Committee met regularly • parent involvement programs established in all Early Childhood Education Programs • completed school evaluation and planning process
■ Continue to review, examine, and improve the curriculum and instructional efforts of the District.	■ reviewed Early Childhood Program • pilot new primary curriculum and adopted • survey of expected graduation outcomes reviewed by Board • STAR school programs piloted
■ Continue to provide and expand staff development and inservice training activities supportive of improving student performance.	■ district-wide inservice • instructional aides inserviced • instructional staff inserviced in specific areas

Other Indicators of School Performance

■ Environmental education is integrated into the kindergarten through twelfth grade science curriculum. All schools are encouraged to develop our students' awareness, knowledge, and concern about the world, national, state, and local environmental issues. The assessment of this curriculum is done within each individual classroom as a part of assessing general science concepts.

Comments on School Performance:

Students, Parents, and Community Members

■ A representation of common and repeated comments are:

- strengthen bilingual/bicultural curriculum
- continue efforts for student contact/consistency of instruction
- continue to develop holistic understanding of wellness and well-being
- motivate students to accept reading as means of increasing knowledge, skills, and enjoyment
- use more laboratory science
- pursue ways of increasing interest in social studies
- continue to implement whole language approach cross-curricular
- increase availability of math resource materials
- give students more concrete music instruction
- continue to work for more counselor time
- more programs that involve parents and community

Parent Involvement

■ Increased parent involvement has been a goal of the Bering Strait School District during the 1991-92 school year. Many activities have been provided at all of our schools and each school has focused on parent involvement as a way to complement their own village's needs. School and district-based parent involvement activities during this past year have included:

- Adult Basic Education classes
- at-home visitations
- award assemblies and academic activities
- ECE open house
- Elders as guest speakers in class
- elementary reading recital/drama production
- letters to parents
- monthly monetary award for parents
- parent reading day
- parent volunteers
- room parent for grades k-5
- school open house
- science fair judging
- special community meeting regarding substance abuse
- special school performances/programs
- welcoming night for parents
- Women in Alaska Day

► **Annual Change in Enrollment**	3.0%
► **Transiency Rate**	14.8%
► **Attendance Rate**	90.9%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	99.2%
3	99.2%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	99.1%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	259	84.6%
1990-91	242	87.1%
1991-92	284	89.0%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	2	0.07%
1991-92	2	0.06%

Students Excluded from Testing for Special Education or Bilingual Reasons

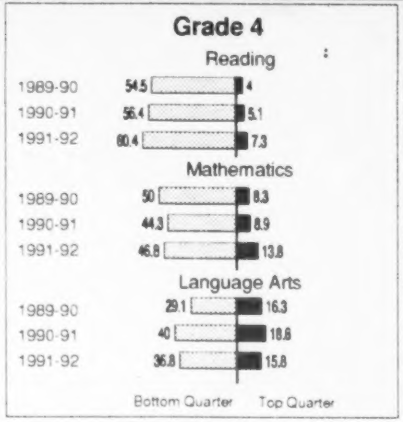
	# students	%
1989-90	n/a	
1990-91	34	12.2%
1991-92	33	10.3%

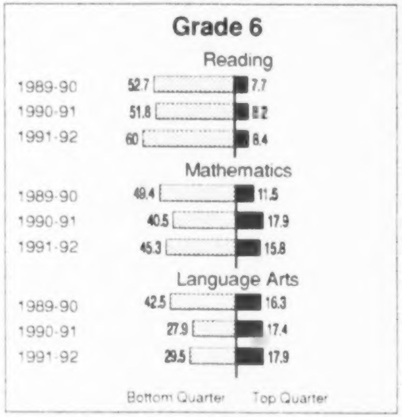
Special Education Students Tested

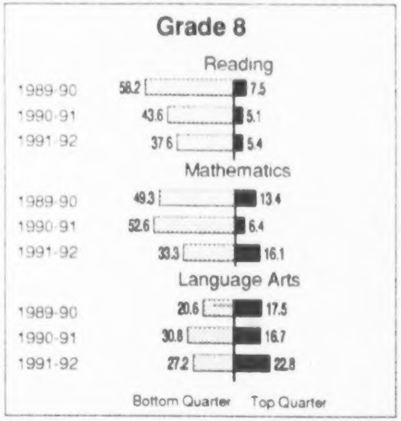
	# students	%
1989-90	21	8.1%
1990-91	25	10.3%
1991-92	22	7.8%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	229	88.4%
1990-91	187	77.3%
1991-92	213	66.8%







Bristol Bay Schools

Richard Leath, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The Bristol Bay Borough was formed in order that the local residents could run their own school district. From that time until the present, community expectations for the schools have been very high. The educational plan for this district provides a method of measuring the results of our testing efforts and also provides for a way of disseminating this information to the general public.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ To provide an instructional program that will enable our students to score above the 50th percentile on the nationally normed Iowa Test of Basic Skills.	■ scored at the 71st percentile
■ To improve the image of the School District with its public through better communication between the schools and the communities.	■ questionnaires utilized to ascertain our effectiveness; opinion from community is that information regarding school is made available • community very satisfied with our efforts

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Parent

■ Parents' responses to the National Study of School Evaluation Parent Opinion Inventory Form were summarized.

- Overwhelmingly, the parents felt the school was doing an adequate job of providing an education to their students. The only major area of concern is the amount of alcohol and drug use among students.

Student

■ Students agreed with the following statements in response to a student opinion inventory.

- In general, our community is proud of our school.
- "School spirit" is very good.
- My counselor is accessible if I need help in solving personal problems.

Parent Involvement

Parental support for education in Bristol Bay Borough School District is and has been exceptional. 99% of our elementary parents participate in parent/teacher conferences. Our hallways and classrooms have volunteer parents in them daily. This active involvement has affected our school system in a very positive manner. We score at the 71st percentile on the ITBS annual achievement tests. On the most recent grading period, 62% of our 6th-12th grade students were on the Honor Roll. Our attendance is better than 93% and our graduation rate is above average.

Annual Change in Enrollment	**-2.9%**
Transiency Rate	**17.5%**
Attendance Rate	**93.0%**

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

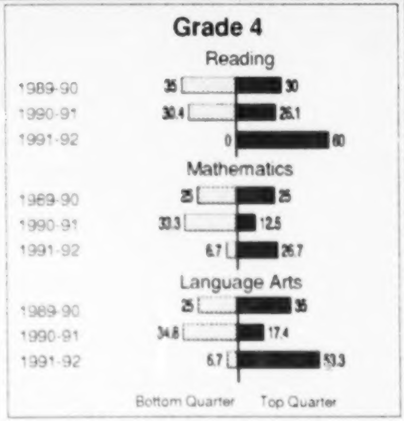
Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

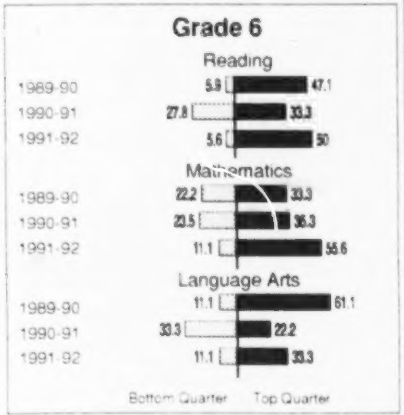
Standardized Test Results

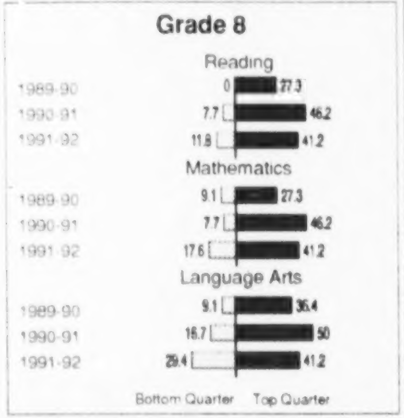
Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

- ▭ Bottom Quarter
- ■ Top Quarter

Nationally, 25% of students score in each quarter.







Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	49	89.1%
1990-91	56	86.2%
1991-92	50	89.3%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	6	9.2%
1991-92	2	3.6%

Students Excluded from Testing for Special Education or Bilingual Reasons

	# students	%
1989-90	n/a	
1990-91	3	4.6%
1991-92	4	7.1%

Special Education Students Tested

	# students	%
1989-90	0	0.0%
1990-91	1	1.8%
1991-92	3	5.4%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	4	8.2%
1990-91	4	7.1%
1991-92	0	0.0%

Chatham Schools

Ed McLain, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

This report provides a summation of the various activities and the progress being made by the District. Each site's plans of implementation, inservice, and staff supervision provide the framework for this report.

It is my intent that this report will help make connections among our efforts, staff and sites, and reinforce the worth of individual and site efforts.

Facilitating and supporting each site to develop and carry through its own plans allows for both site individuality and the integrity of the district directions and focus. Our plan and efforts recognize and make real for the District, the concept of "Outcome-based Education" as a tool of empowerment, focus and accountability.

My appreciation and commendations to the Chatham School District staff, students, and communities.

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District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Establish learner outcomes and a sequential instructional program for K-12 mathematics and science curriculum.	■ established mathematics and science curriculum • teachers piloting materials • inservice in Project Wild and Outcome-based Education • purchased math instructional materials • teachers attend Alaska Math Consortium Institute
■ Complete a long range strategic plan for school improvement.	■ Board meeting to discuss and validate mission and direction of district • presented overview of OBE district direction and mission • directed each site to develop site implementation plans • held community meetings on Outcome-based Education and on site plans for implementing strategies

Other Indicators of School Performance

■ We have set out to rebuild the curriculum in language arts and reading, science, mathematics, culture, technology, and social studies.
- Commitments have been made for newly adopted equipment, materials and staff development.
- Outcomes are being written by the teaching staff for all subjects and grade levels.
- School improvement is a continuing process shared equally among all teachers, principals, parents, and students, developing a built-in improvement process whereby our schools become more effective and increasingly relevant for times and students ahead.

Comments on School Performance:

Students, Parents, and Community Members

Community

■ The community is concerned about money spent for sports activities.
- Teachers have positive impact on the community.
- Communication between teachers and students is good.

Parent

■ The school atmosphere is conducive to learning.
- More communication with parents is needed.
- Parents see a need to increase and update library reference materials and computers.

Student

■ Students would like more computer courses.
- Students want an education that prepares them for the 21st century.
- Students want teachers who care about students and give personal attention.

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Parent Involvement

■ Students, parents, teachers, and members of various communities participated in the preparation of the Chatham School District's Education plan. A total of 14 meetings were held districtwide at eight sites to evaluate goals established during FY92 and to engage in extensive goal-setting for FY93 in the area of Outcome-based Education.

■ Increased participation was encouraged through a new Superintendent's Newsletter and site-based communication by the principal with each school. School sponsored meetings and regular local advisory school board meetings served as forums for discussion and the development of local site and districtwide goals. The Superintendent and his staff developed the final documents for review and approval by the District Board of Education.

► **Annual Change in Enrollment**	-6.7%
► **Transiency Rate**	3.3%
► **Attendance Rate**	92.5%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	97.6%
2	100.0%
3	100.0%
4	92.6%
5	97.0%
6	100.0%
7	92.9%
8	93.9%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▭ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter

► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	76	91.6%
1990-91	89	92.7%
1991-92	79	92.9%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	1	1.0%
1991-92	2	2.4%

Students Excluded from Testing for Special Education or Bilingual Reasons

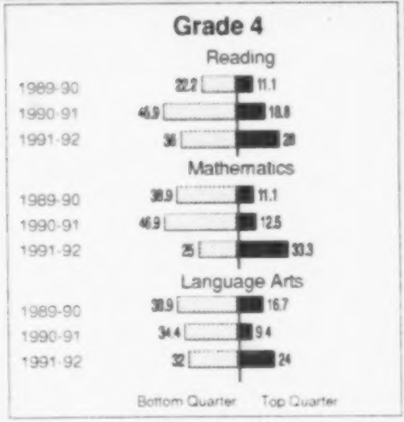
	# students	%
1989-90	n/a	
1990-91	6	6.3
1991-92	4	4.7

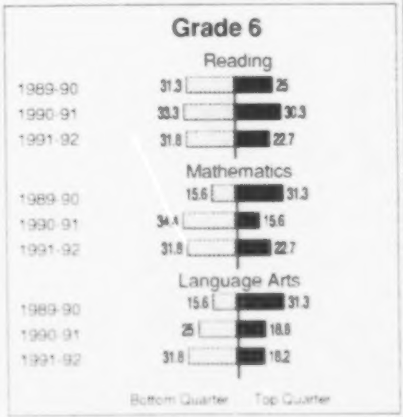
Special Education Students Tested

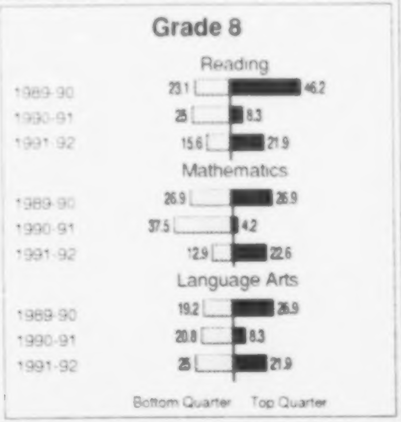
	# students	%
1989-90	8	10.5%
1990-91	3	3.4%
1991-92	5	5.9%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	15	19.7%
1990-91	15	16.9%
1991-92	0	0.0%







Chugach Schools

Summary of the School District Report Card to the Public

Robert Brown, Superintendent

Superintendent's Highlights

As a result of collecting information, including the District's ITBS Spring Testing Results, the District is engaged in a process of redefining its entire instructional delivery system, including teaching methodology, materials, and assessment procedures.

A steering committee has been organized and authorized by the school board to accomplish this huge task with implementation scheduled for FY94.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
Students will: ■ acquire basic skills in solving problems, thinking critically, and communicating effectively.	■ instruction at student's individual level
■ acquire entry-level job skills, and knowledge for further education.	■ offer vocational education on-the-job training: RSVP
■ enjoy learning and a lifetime of continuous learning.	■ subscription to *Parents Make the Difference* newsletter
■ cover the principles of physical, biological, and social sciences, history, and current social issues.	■ formation of curriculum steering committee
■ effective and responsible contributors to the decision-making processes.	■ Student Council: Native Youth Leadership Conference: Close-up Program
■ form relationships with other people, including those with different social and cultural characteristics.	■ decrease disciplinary problems
■ play satisfying and responsible roles in family life and society.	■ high academic standards, high attendance rate
■ acquire the attitudes for health in physical, mental, and emotional maturity.	■ purchased *Health Skills for Life Curriculum* and videos
■ be creative in the arts, and appreciate the aesthetic expressions of others.	■ year book • Artist-in-Residence program
■ understand own worth, abilities, potentialities, and limitations.	■ adopted HM Study Skills program

Other Indicators of School Performance

■ The District applies for, and receives supplemental funds to enhance the basic educational program. Special revenue received through State and Federal grant programs include, but are not limited to the following:

- Carl Perkins Vocational Education
- Chapter I
- Chapter I, Handicapped
- Chapter II
- Community Education
- Drug-Free Schools
- Eisenhower Math & Science
- HIV Prevention
- Indian Education
- Migrant Education

Comments on School Performance:

Students, Parents, and Community Members

Parent

■ Parents feel that teachers and principals were easily accessible.

- Parents feel there was a good working relationship between students and teachers.
- Parents feel that access to school resources (i.e., library, gym, computer classes, etc.) help parent involvement.

Student

■ The students feel the teachers are willing to give extra individual help outside of class.

- The students feel the community is proud of their school.
- The students feel the quality of instruction they receive is good.

Parent Involvement

■ Meaningful involvement between the schools, communities, and parents has been initiated through:

- regular Educational Advisory Committee meetings
- community activities scheduled in the school
- open gym
- community library located in school library
- staff members going to homes for conferences
- vocational education fact finding survey circulated
- on-the-job training program initiated with parental involvement
- school holiday programs and potluck dinners
- community invited to events with visiting dignitaries or social service providers
- portfolio system that records student academic achievement

▶ **Annual Change in Enrollment** 0.7%

▶ **Transiency Rate** 25.0%

▶ **Attendance Rate** 92.7%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	28	93.3%
1990-91	23	88.5%
1991-92	23	92.0%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	3	11.5%
1991-92	2	8.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

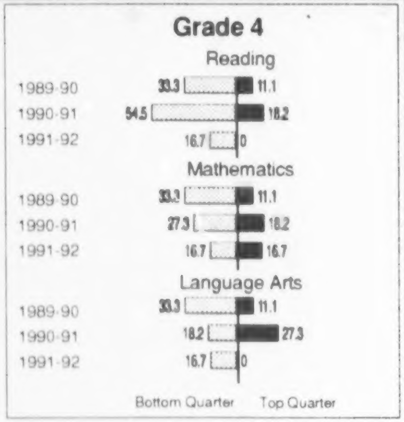
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

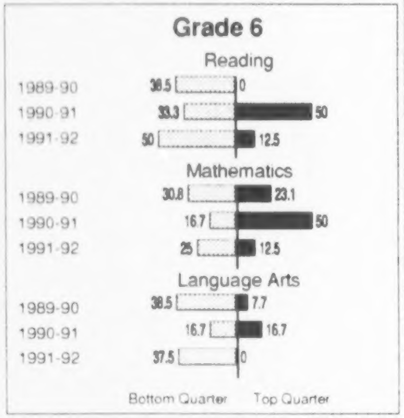
Special Education Students Tested

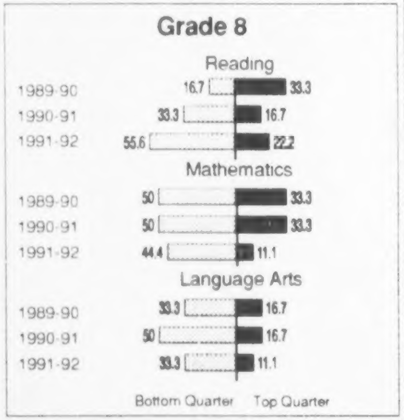
	# students	%
1989-90	4	14.3%
1990-91	2	8.7%
1991-92	0	0.0%

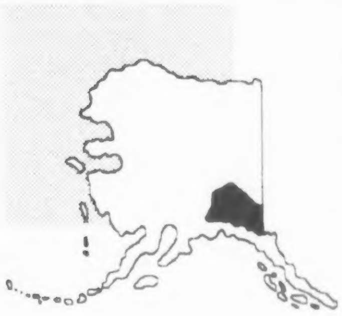
Bilingual/Bicultural Students Tested

	# students	%
1989-90	10	35.7%
1990-91	4	17.4%
1991-92	0	0.0%









Copper River Schools

Summary of the School District Report Card to the Public

Gordon Tope, Superintendent

Superintendent's Highlights

The Board of Education has established priorities that focus on the development of curriculum with an emphasis on communication skills necessary to succeed in a technological and changing world. In addition, establishing financial stability and improving the overall status of district physical plants is a top priority.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
The District will:	
■ develop for the 21st century a curriculum to prepare students for tomorrow's world, and the effective use of existing and new technologies. ■ develop a curriculum with a focus on preparing students to become proficient and inventive. Students will show demonstrated competency in challenging subject matter, critical thinking, and problem solving.	■ writing of 7-12 science curriculum and adoption of new textbooks • new series incorporates very latest in technology as major component • writing of new K-6 language arts curriculum, scope and sequence, performance indicators and adoption of new series • focus on new instructional approaches • test results indicate students score well above state and national norms • curriculum goals continued as ongoing process and central theme
■ aggressively pursue the hiring of highly qualified staff who are prepared to teach a more advanced curriculum and who also assume the challenging task of teaching students with diverse needs.	■ Board determined it very difficult, if not impossible, to ascertain success or failure of achieving goal • one indicator, number of teachers retained, although not absolute measure • public input and overall satisfaction most reliable indicator • Board identified grants as method to fund appropriate and related staff activities
■ establish a resource base to ensure the continuity of programming from year to year, retain desired personnel, upgrade equipment to provide student access and training, and care of facilities.	■ audit report indicated goal successfully accomplished • $1,657,000 grant awarded for new school in Slana

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■ Schools provide a positive experience for children, where they can feel safe.
- School makes it possible for all children to learn with teachers who are understanding.
- Staff is qualified and competent.

Parent

■ Teachers and students have a good working relationship.
- Principals and administration are well qualified.
- Schools are helping students get along.

Student

■ Teachers are concerned that students learn.
- Students are satisfied with the variety of subjects/classes offered.
- We are proud of our schools.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

Communications between Home and School

Newsletter	3
Teacher Generated Letters	4
Student Newspaper	4
Telephone Calls–Teacher to Parents	3
Home Visits	2
Home-school Coordinator Activities	2
Needs Survey	3

Parents as Supporters

Open House	3
Parent Orientation	3
Student Performances	4
Attend Award Assemblies	4
Special School Functions	4

Parents as Learners

Parent Education Workshops	2
Informational Workshops	2
Joint Parent/Child Workshops	3
Parenting Tips Sent Home	3
Resources for Parents to Check Out	3
Parent–Teacher Conferences	4

Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs	4

Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	4
Organized Parent Group	4
District Committees	4

Key

1	Never
2	Seldom
3	Some
4	Often

Annual Change in Enrollment	3.2%
Transiency Rate	2.6%
Attendance Rate	92.2%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	97.9%
2	98.0%
3	100.0%
4	100.0%
5	97.9%
6	98.0%
7	94.0%
8	95.7%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	129	94.9%
1990-91	133	91.7%
1991-92	137	93.8%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	12	8.3%
1991-92	9	6.2%

Students Excluded from Testing for Special Education or Bilingual Reasons

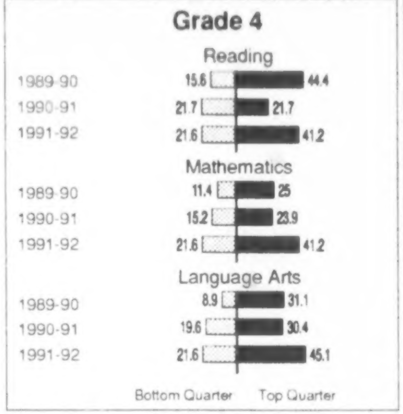
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

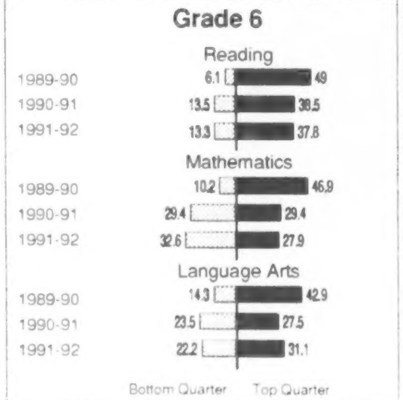
Special Education Students Tested

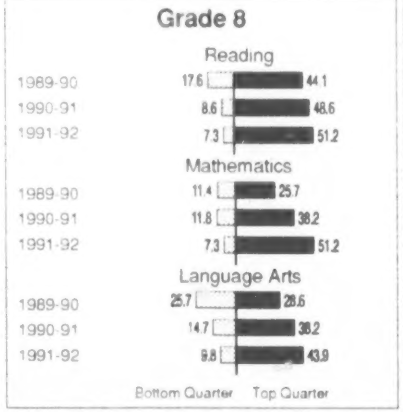
	# students	%
1989-90	14	10.9%
1990-91	11	8.3%
1991-92	6	4.1%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	1	0.8%
1990-91	10	7.5%
1991-92	0	0.0%







Cordova City Schools

Mike McHone, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

Technology is the present rave of the future. It is a reality that educators need to understand and use for the continuing improvement of educational services. Even in a time of financial uncertainty, the Cordova School District is planning for the future, and the use of technology is an important part of that plan.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Develop strategies to guide the community in focusing on educational needs of the 21st century.	■ appointed planning team, presentation made to PTA, elementary faculty and secondary faculty selected "Educational Technology Committee" • gathered vision/needs information from community and staff • inventoried technology resources within District • reviewed inventory of needs for schools • held inservices on technology development

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

An opinion survey was conducted with 104 parent responses and 71 student responses.

Parent

■ The parents agreed:

- Our school is well maintained.
- School rules and regulations affecting students in our school are reasonable.
- Most students and teachers in our school maintain good working relationships.

Student

■ The students agreed:

- Teachers usually or always clearly explain what to do on assignments.
- All or most of my teachers make sure I understand what they teach in class.
- All or most of my teachers seem to care if I learn the subject they teach.

Parent Invoivement

- parent questionnaire
- seventh grade parent orientation
- athletic banquet organization
- class projects
- senior day
- ticket takers for school events
- chaperones for travel and dances
- parental involvement through PTA
- elementary classroom parties
- elementary field trips
- parent university
- health fair

► **Annual Change in Enrollment**	1.5%
► **Transiency Rate**	14.5%
► **Attendance Rate**	92.9%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	97.1%
8	97.1%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.

► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	98	94.2%
1990-91	110	100.0%
1991-92	109	93.2%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

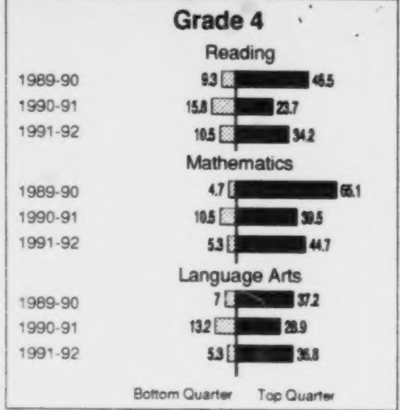
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	8	6.8%

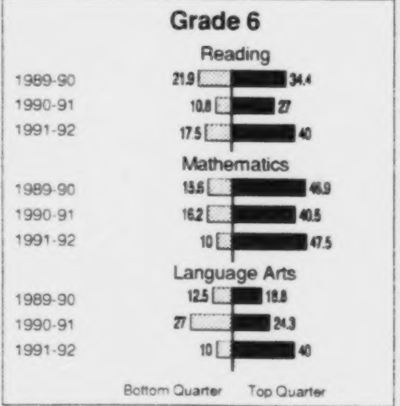
Special Education Students Tested

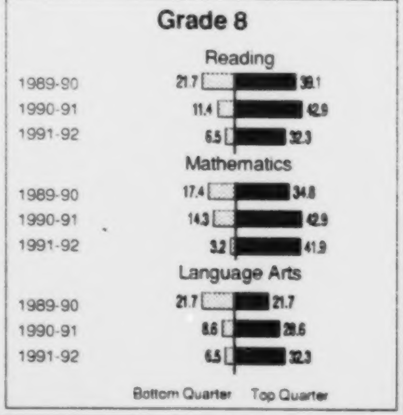
	# students	%
1989-90	7	7.1%
1990-91	14	12.7%
1991-92	9	7.7%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	0	0.0%
1990-91	10	9.1%
1991-92	5	4.3%







Craig City Schools

John Holst, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The changes that are underway in the Craig Schools seem to be having a positive affect on everyone, especially the students. Attendance has been very good, student achievement is up significantly, and the District has made major strides toward reaching the goals outlined in the mission statement and six major strategies developed through our strategic planning document.
The Strategic Plan is intended to be a five year blueprint for change. Since it is designed to be long-term, none of the strategies have been completed, but significant progress has been made overall. This review process will help to rejuvenate the plan and keep it as a living document.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Develop and implement a consistent, innovative and global K-12 curriculum in all subject areas, with established outcomes and minimum competencies at each level.	■ progress made, but this is a very long-term goal • community should anticipate working on strategy for many years • clarify focus of strategy on Outcome Based Education
■ Jointly examine all current K-12 course offerings at Craig, Klawock and Hydaburg to provide increased educational opportunities and reduce costs through cooperation and shared services.	■ little progress in development of cooperative vocational programs • continue to pursue goal with eye toward $100,000 grants available through Department of Education for such cooperative efforts
■ Coordinate all special services and deliver those services in an integrated setting.	■ progress toward integration of special services into classroom, especially in special education • work on strategy to develop some additional action plans
■ Develop and implement an intervention plan for students identified as chronically tardy or absent.	■ new district policy implemented regarding limitation on number of absences student may accumulate without loss of credit
■ Design a staff development program which will facilitate the implementation of the school district's mission statement.	■ Wednesday afternoon teacher inservice sessions were outgrowth • training and program development to be massive effort during next calendar year
■ Establish a defined program of communication for improving parental and community involvement K-12.	■ addition of weather station on Channel 22, Craig School Channel • expanded the number of people who tune into channel • improve service with system that will allow us to run different programs on schedule

Other Indicators of School Performance

■ One of our strategies has been to develop a curriculum based on specific student outcomes. This has translated into the adoption of the Outcome Driven Development Model.

--Haida Language Project
- complete elementary dictionary of most used Haida words using computer program that speaks to user

--Summer School '92
- enrolled 37 preschoolers, 34 students in grades 1-6, and 21 students in grades 7-12
- two-2 week art camp sessions

--Craig and Japan: A Working Partnership
- Japanese teaching intern and Japanese exchange student

Comments on School Performance: Students, Parents, and Community Members

Parent

■ My child gets personal satisfaction from and takes pride in being a student in the CCSD.
- I feel free to discuss with school staff any problem affecting my child's work.
- I feel free to express a differing viewpoint without fear of negative consequences.
- I would like my child's education to include using modern technology.

Student

■ Students agreed:
- Most teachers are willing to give students individual help outside of class.
- The counselor is accessible if I need help in solving personal problems.
- Students feel that they "fit in" at our school.

Parent Involvement

- The community was invited to the strategic plan review.
- One goal is to improve parental/community involvement.
- The teachers from the jr. high and high school call parents to schedule parent-teacher conferences.
- The parent survey results indicate the parent participation is being encouraged.

Annual Change in Enrollment	16.4%
Transiency Rate	25.1%
Attendance Rate	92.7%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	57	96.6%
1990-91	67	89.3%
1991-92	72	96.0%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	1	1.3%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

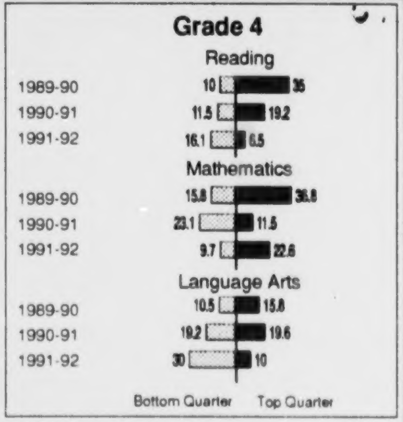
	# students	%
1989-90	n/a	
1990-91	7	9.3%
1991-92	3	4.0%

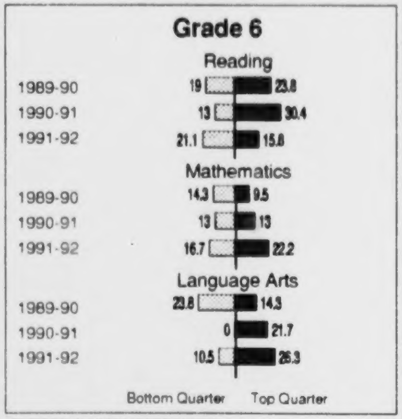
Special Education Students Tested

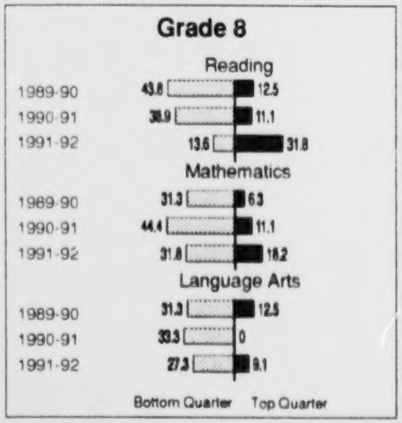
	# students	%
1989-90	3	5.3%
1990-91	0	0.0%
1991-92	2	2.8%

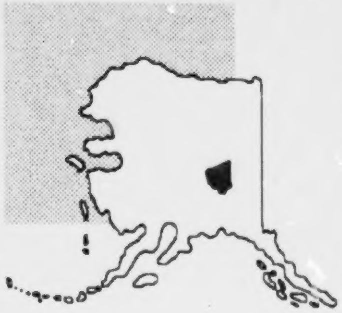
Bilingual/Bicultural Students Tested

	# students	%
1989-90	0	0.0%
1990-91	0	0.0%
1991-92	0	0.0%









Delta/Greely Schools

Leland Clune, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The Delta/Greely School District is proud of the advances we have made in integrating technology and providing more options for our students. Our goals are long term, focused on the graduating class of 1995. Each year we are able to put in place new systems and technology that will enable all students to reach higher levels of personal success. The graduating class of 1995 will be the first group of students who will (a) have completed a four year plan of study, (b) demonstrated the ability to solve problems, (c) demonstrated minimum competencies in English, math, science, and social studies, and (d) achieved basic competencies in understanding and using technology.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Each student who graduates in June 1995 will have acquired a positive self-image by successfully completing an individualized four year program of study.	■ expanded vocational education • implemented technology classes • started computer club • increased student involvement in school activities • implemented four-year academic planning process at high school • increased enrollment in college classes by high school students
■ Each student will demonstrate the ability to formulate a problem, search and locate source material, compile data, interpret and evaluate sources of information, and draw relevant conclusions which lead to a solution or solutions.	■ increased staffing in math, science, and technology • implemented Principles of Technology I and II • completed full technology upgrade for high school library • increased involvement in Future Problem Solving • expanded writing consortium efforts • implemented program of law related education • expanded educational options through "Star Schools"
■ Each student who graduates in June 1995, will have successfully completed a four-year program of study and have demonstrated minimum competencies in English, science, math, and social studies.	■ implemented four-year academic planning process • increased algebra and biology options for students • expanded academic-related student activities
■ Each student who graduates in June, 1995 will have a basic competency in understanding and using technology.	■ increased use of computers in instructional process • installed CD ROM • implemented multi-media productions class • implemented advanced welding technology program

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

- Teachers are very supportive of the children.
- The basic educational program offered meets the needs of the students.
- Students need more help in selecting a career.

Parent

- Our library facility and resources complement the educational program.
- The students and teachers have a good working relationship.
- Our students are not motivated to do their best.

Student

- Teachers concerned that students learn what they teach.
- Students are given recognition for unusual and/or outstanding achievement.
- Students are not satisfied with the variety of subjects/classes offered.

Parent Involvement

■ 467 parents returned surveys regarding parent involvement. The following is a summary of the survey responses by age/grade levels.

ELEMENTARY SCHOOLS

- Parents of elementary students help their children learn by helping with homework (96%), attending Parent conferences (88%), and providing quiet time and study space (79%).
- Parents of elementary students participate in conferences (84%), attend open house (81%), and attend school concerts and plays (64%).
- Parents of elementary children have helped the school by participating in field trips (34%), organized parent groups (20%), and serving on committees (20%).

JUNIOR HIGH SCHOOL

- Parents of junior high students help their children learn by attending conferences (96%), helping with homework (90%), and by providing quiet time and study space (88%).
- Parents of junior high students participate in school activities by attending conferences (72%), attending open house (70%), and attending concerts and plays (68%), and attending sports events (55%).
- Parents of junior high students feel the school helps with their child's learning by providing parent conferences (75%), libraries (44%), and written materials (33%).

HIGH SCHOOL

- Parents of high school students participate in sports events (71%), parent conferences (66%), open house (57%) and concerts and plays (52%).
- Parents of high school students help their children learn by helping with homework (83%), by providing quiet time and study space (83%), and by attending conferences (66%).

▶ **Annual Change in Enrollment**	9.9%
▶ **Transiency Rate**	2.6%
▶ **Attendance Rate**	93.2%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	98.4%
3	100.0%
4	98.8%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	192	88.5%
1990-91	195	96.5%
1991-92	212	95.1%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	4	2.0%
1991-92	9	4.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

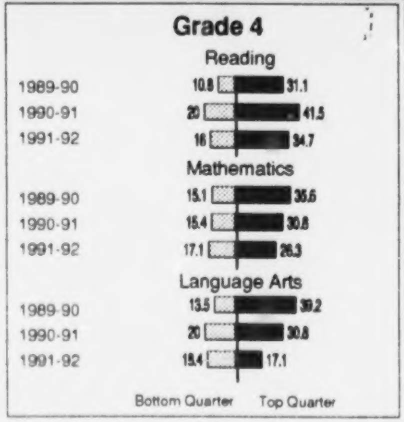
	# students	%
1989-90	n/a	
1990-91	3	1.5%
1991-92	2	0.9%

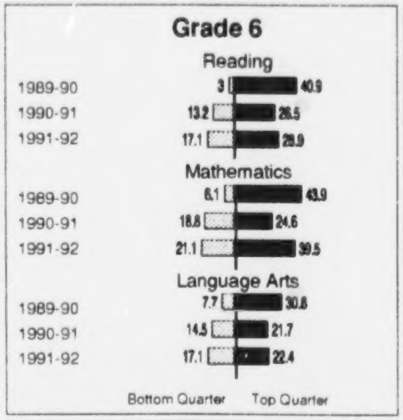
Special Education Students Tested

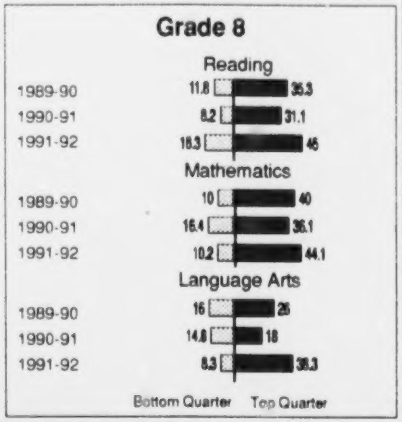
	# students	%
1989-90	5	2.6%
1990-91	17	8.7%
1991-92	21	9.4%

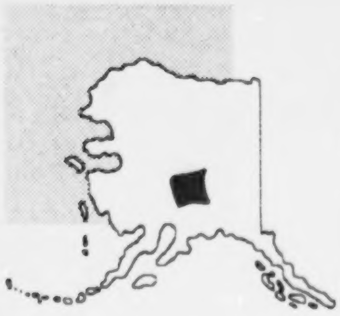
Bilingual/Bicultural Students Tested

	# students	%
1989-90	2	1.0%
1990-91	11	5.6%
1991-92	6	2.7%









Denali Borough Schools

John Novak, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

Denali Borough School District programs reflect the solid, well-defined values of the community, the value of education, the importance of the work ethic, and the belief that success in educating students requires significant involvement of the parents and the community in the operation of the schools. Programs in all three of the District's schools benefit from the involvement of both small and large businesses, and governmental agencies.

There is strong public support for planning efforts which are underway to enable the schools to accommodate the increasingly rapid growth in student enrollment resulting from the presence of successful economic enterprises in the area.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Students enrolled in the schools of the Railbelt School District will demonstrate a positive attitude toward learning.	■ increased access to technology and computers for learning activities • students participation in student government and leadership activities expanded • 90% of enrolled high school students involved in one or more student activities
■ **The Railbelt School District will maintain high levels of student achievement and performance, and articulate such performance to the public.**	■ **high levels of student achievement and performance demonstrated** • **performance and achievement articulated to public**
■ High school graduates from the Railbelt School District will be aware of opportunities and avenues available to them upon graduation.	■ counseling available to students to enable them to explore personal strengths and weaknesses in terms of post-high school plans for work or education • exploration of career options integrated througout curriculum content areas

Other Indicators of School Performance

■ The schools use a variety of measures in evaluating the success of its programs, including:

- Student success in academic competitions, such as Academic Decathlon and Pentathlon, spelling bee, and local and statewide science fairs
- Extra-curricular awards/recognition, such as participation in leadership positions in Alaska Association of School Governments
- The high level of support and involvement of parents in school programs and activities
- Scholarships received
- Comments collected in the course of our on-going graduate survey

Comments on School Performance:

Students, Parents, and Community Members

Parent/Community

■ The parents like the teachers.

- The parents like the small school.
- Parents indicated they were very pleased and happy with the schools and think they are doing a pretty good job overall.

Student

■ Students like the activity and sports programs available to them.

- Students like the teachers and their relationship to them.
- Students would like to have more class choices.
- Students like the schools and think they are doing a good job overall.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

Communications between Home and School

Newsletter	4
Teacher Generated Letters	4
Student Newspaper	2
Telephone Calls–Teacher to Parents	4
Home Visits	3
Needs Survey	3

Parents as Supporters

Open House	4
Parent Orientation	4
Student Performances	4
Attend Award Assemblies	4
Special School Functions	4

Parents as Learners

Parent Education Workshops	2
Informational Workshops	3
Joint Parent/Child Workshops	2
Parenting Tips Sent Home	3
Resources for Parents to Check Out	3
Parent–Teacher Conferences	4

Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs	4

Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	2
Organized Parent Group	4
District Committees	2

Key

1	Never
2	Seldom
3	Some
4	Often

Annual Change in Enrollment	14.1%
Transiency Rate	22.6%
Attendance Rate	93.3%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	95.8%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

- ▨ Bottom Quarter
- ■ Top Quarter

Nationally, 25% of students score in each quarter.

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	59	80.8%
1990-91	77	81.9%
1991-92	69	88.5%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	8	8.5%
1991-92	3	3.8%

Students Excluded from Testing for Special Education or Bilingual Reasons

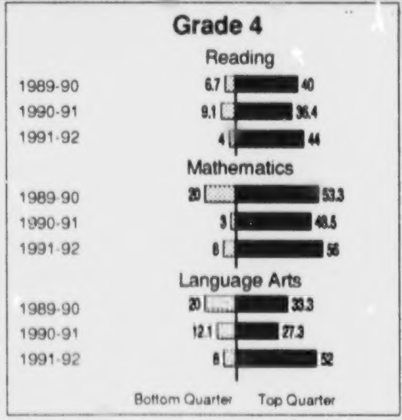
	# students	%
1989-90	n/a	
1990-91	9	9.6%
1991-92	6	7.7%

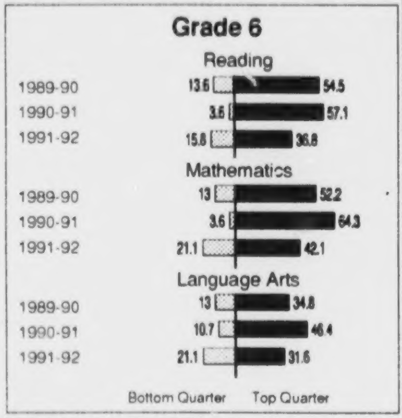
Special Education Students Tested

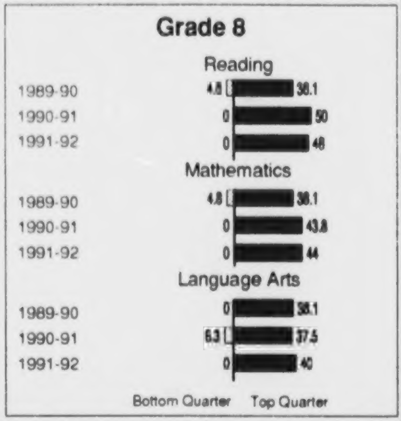
	# students	%
1989-90	0	0.0%
1990-91	0	0.0%
1991-92	0	0.0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	0	0.0%
1990-91	1	1.3%
1991-92	0	0.0%







Dillingham City Schools

Don Renfroe, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The District is moving toward establishing an Outcome-based school system. Plans for this spring include developing a Strategic Plan to guide this process into the next century. Restructuring our curriculum and developing assessments to measure and record progress achieved on accomplishing the School Board's Outcomes for Education are high priorities.

The District is continuing to pursue the goal of increasing parental involvement in our schools. The Parent Advisory Committees, Booster Club and PTA all play an active role in improving communication.

We are methodically moving away from a crisis-driven maintenance effort to a well-designed preventative maintenance program.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Improve student achievement.	■ staff received inservice on OBE and provided work days to develop units that conform to OBE lesson design • targeted math • every other Friday minimum day to work on curriculum committees
■ High School / Middle School / Elementary School Improve communication between home, community and schools.	■ parent/teacher conferences nearly 100% attendance • Parent-Teacher Association meets regularly • PTA involved in planning open house in cooperation with teachers • PTA hosted a public meeting on Outcome-Based Education • Students of the Week certificate • elementary teachers regularly communicate with parents about learning activities • parent-principal noon coffee hour not successful with low attendance rate • carnival during Halloween sponsored by Dillingham Booster Club • Drug-Free Week, sponsored by local Alcohol Program • school calendar mailed to each parent in grades 6-12 • bilingual/bicultural programs and federal programs hold yearly community potlatch
■ Maintain adequate school facilities to assure a physical environment conducive to maximum learning.	■ achieved goal if at end of school year 1993 we have updated facilities • preventative maintenance mode • Maintenance Department acquired IBM computer to help in maintenance program

Other Indicators of School Performance

■ Extracurricular programs sponsored by the School District continue to be the most popular activity occupying the time of our studetns.
- Our athletic and academic teams are very competitive in our region.
- We continue to be proud of our low dropout rate, high average daily attendance, and high achievement.

Comments on School Performance:
Students, Parents, and Community Members

Parent

■ High School parents generally felt the effort in student activities was minimally acceptable.
- Elementary School parents had high compliments for the staff and principal.
- Parents like the "small classes," "the feeling of being in a safe environment," and unique programs.

Student

■ Most students think teachers are helpful and caring.
- Most students generally get all the help they need from the teachers.
- Most students feel they are learning most of what is being taught, and think it is relative to their needs.

Parent Involvement

■ Parental Concerns

- About half the respondents feel there is an alcohol problem at the High School/Middle School.
- Only about half the parents felt like the mission of the School District is being adequately accomplished.
- High School needs to respond more to individual needs of students—"we need to raise our standards/expectations."

■ Community

- Positive comments were received regarding the performance of the School Board, quality of teaching and the friendliness of the staff.
- The school generally reflects the attitudes and values of the community "when alcohol is a problem in the community it will be a problem in our schools."
- About half the respondents' comments were favorable regarding student activities.

■ Community Concerns

- Inadequate funding.
- We need to improve the academic programs.
- We need to reduce administration, inservice, extracurricular and travel costs.

► **Annual Change in Enrollment**	-2.4%
► **Transiency Rate**	13.7%
► **Attendance Rate**	93.5%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

► Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	8[illegible]	86.4%
1990-91	98	89.9%
1991-92	96	91.4%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	2	1.8%
1991-92	1	1.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

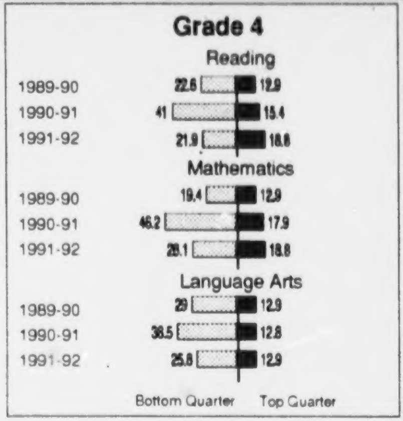
	# students	%
1989-90	n/a	
1990-91	9	8.3%
1991-92	8	7.6%

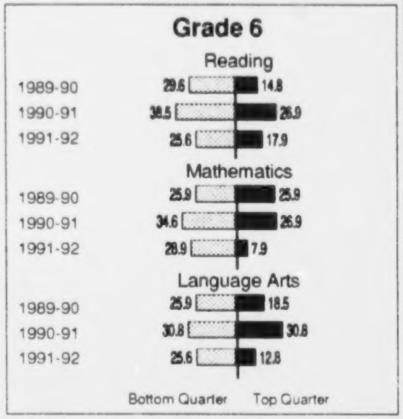
Special Education Students Tested

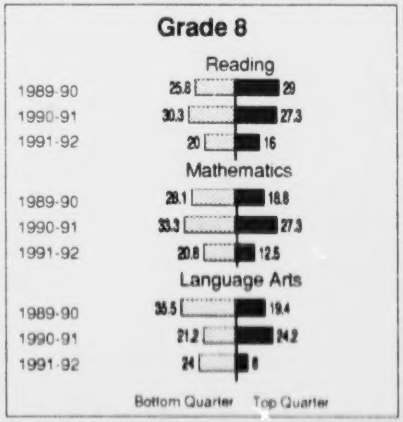
	# students	%
1989-90	4	4.5%
1990-91	10	10.2%
1991-92	14	13.3%

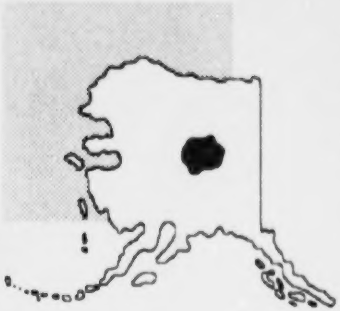
Bilingual/Bicultural Students Tested

	# students	%
1989-90	15	16.9%
1990-91	25	25.5%
1991-92	49	46.7%









Fairbanks North Star Borough Schools

Richard S. Cross, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The degree to which parents are directly involved in their child's education may be the single most important factor in determining school success.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Identify, prepare and promote qualified personnel within the organization to assume leadership positions by offering a customized route to administrative certification.	■ school district established administrative internship program in collaboration with Dr. David Hagstrom • interns from school district have been working with Dr. Hagstrom at "Alaska Center for Educational Leadership"
■ Increase parent involvement by encouraging schools to reach out to parents with the aim of improving student achievement.	■ School-Business partnerships established through assistance of Greater Fairbanks Chamber of Commerce • second Annual Volunteer Partners in Education workshop sponsored by PTA held • many schools established volunteer coordinators to match parents and volunteers with school and classroom activities
■ Involve the community in planning new school facilities based on educational priorities as well as building capacities and student enrollment.	■ school district involved community in facilities planning by holding public meetings and presenting information on enrollments, and plans for addressing school overcrowding
■ Continue programs to upgrade building and classrooms, provide additional supplies and equipment, address computer parity, and improve school climate in the older schools.	■ school district presented school equity information to school board's budget review committee • equity information used to help establish next year's budget
■ Preserve and enhance the classroom learning environment and allocate resources accordingly.	■ primary indicator of attainment of goal is average class sizes • in the fall of 1990 the average class size in elementary schools was 23.4, in the fall of 1991 average was 22.8, in the fall of 1992 average was 23.0

Other Indicators of School Performance

■ The school district continues to show SAT and ACT test scores that are above the national and state averages.

■ The follow-up study of high school graduates show that nearly 80% of those responding are continuing their education after high school; and of these, 88% felt that their high school prepared them adequately or more than adequately.

Comments on School Performance:

Students, Parents, and Community Members

■ The most frequent comments received about our schools include:
- Helpful and caring school staff
- Good parent involvement in our elementary schools
- Excellent educational programs

■ The results of the most recent community survey conducted in 1989-90 with a random sample of Fairbanks North Star Borough residents showed that the school district received an overall grade of "B." The most frequently mentioned positive aspect of the district was the quality of the teachers. Negative aspects mentioned were student discipline problems, and quality of the curriculum.

Parent Involvement

■ When parents and teachers work together, all students benefit. Businesses and other community organizations can also make a valuable contribution to the quality of education in our community. The district involves parents, businesses, and other community groups in our schools in many different ways.

■ Each school in the district has a variety of parent involvement programs geared toward their specific school community, such as family nights, reading incentive programs, and before and after school activities. Some districtwide activities include:

- Second Annual Volunteer Partners in Education workshop sponsored by the Fairbanks Council of PTA's, the Volunteer Action Center, and the school district.
- Establishment of volunteer coordinators to match parent and community volunteers with specific school and classroom needs.
- Many successful school programs are matching adult mentors with adolescents, or older students with younger students to provide tutoring and positive role-models. The Volunteer Action Center is working with the district to offer students a volunteer opportunity with non-profit agencies.
- The Chamber of Commerce assisted district efforts to increase school-home communication by asking local businesses to encourage their employees to attend parent-teacher conferences.
- Over 50 people attended a Safety Training for Parents workshop on appropriate strategies and intervention techniques for imporving school and community safety. This workshop was sponsored by the Fairbanks Council of PTAs and the school district.

► **Annual Change in Enrollment**	**1.3%**
► **Transiency Rate**	**30.0%**
► **Attendance Rate**	**93.2%**

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	97.7%
2	98.9%
3	99.3%
4	99.8%
5	99.8%
6	100.0%
7	99.6%
8	98.6%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	3118	95.2%
1990-91	3273	96.3%
1991-92	3274	90.5%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	43	1.3%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

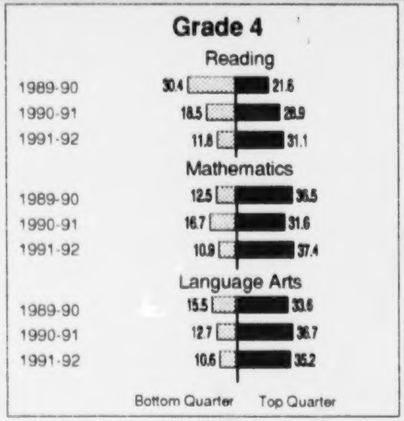
	# students	%
1989-90	n/a	
1990-91	81	2.4%
1991-92	345	9.5%

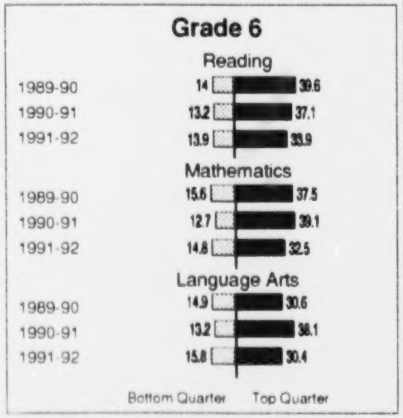
Special Education Students Tested

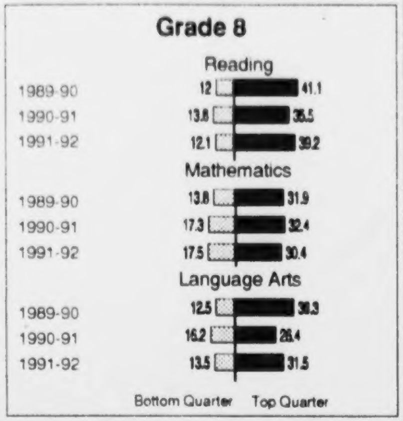
	# students	%
1989-90	263	8.4%
1990-91	441	13.5%
1991-92	386	10.7%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	237	7.6%
1990-91	73	2.2%
1991-92	79	2.2%







Galena City Schools

Bill Miller, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

Based upon strong community, teacher, and student input, the Galena City School Board of Education identified its top four goals. The goals are as follows: parent involvement, outcome-based education, computer technology, and ready-to-work skills. These goals will provide positive direction for the District in the coming year. We were able to make substantial progress on our goals last year and are looking for an equally successful year pursuing the new goals.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ To increase meaningful parent involvement in their child or children's education.	■ parents of high school students participated in preregistration of classes • open house held and teachers shared outcomes • parents participated in number of school-related activities • setting of clear goals for improvement not yet completed • strong majority of parents see themselves as involved and strongly supporting school • parents express concern about curriculum and its continuity from one grade to another
■ To identify and then teach to mastery the most critical outcomes associated with each grade level and subject taught. This is a long-term goal that will take approximately five years to achieve.	■ three-day inservice on outcome-based education conducted • teachers adjusted approach to instruction and shared outcomes with parents • individual teachers' learning charts developed • principles of clearly defined outcomes and mastery of critical skills high priority • training grant written which would move teachers to next steps in outcome-based philosophy
■ To equip our school with those computers and other business technologies which are necessary to help students achieve mastery of desired district technology outcomes.	■ 10-station IBM computer lab at high school established: Auto Cad program and other business word processing programs and spread sheets available • 11 station Apple GS lab at elementary school established; students participate in this lab • great progress in getting solid computer program going

Other Indicators of School Performance

■ As part of our ongoing efforts to meet the needs of Galena's students the 1992-93 education goal include offering students opportunities to learn those skills and abilities that prepare them for work and to increase meaningful parent involvement.

Comments on School Performance:

Students, Parents, and Community Members

■ A school performance survey was conducted with 60 responses.

There was agreement with the following statements:

- The students and teachers have a good working relationship with each other.
- Teachers and administrators clearly explain the school's goals, philosophy, and rules to the parents.
- The school provides a quality learning environment for my child.

There was some disagreement with the following statements:

- Our students are motivated to do their best work.
- Our school activities program effectively meets the needs of our students.
- The school adequately prepares students to pursue higher education.

Parent Involvement

- One of our education goals for 1991-92 was to increase meaningful parent involvement in our school.
- Approximately ninety percent of the parents of high school students participated in a preregistration of classes with their child. Parents were observed to be strongly involved in helping their child to make appropriate class selections.
- An open house was held where the teachers shared student outcomes and parents were asked to provide input.
- Student achievement information was shared with parents.
- When asked in this year's survey about their involvement and support of the schools, the parents rated themselves as follows: five said strongly agree, thirty-one said agree, seventeen said disagree, and five said strongly disagree. A strong majority of the parents see themselves as involved and strongly supporting the school.
- In summary, progress is being made to involve parents in their children's education. At a parent/teacher conference there were several requests from parents for more information from the school. Parents have also expressed concern about the curriculum and its continuity from one grade to another. These concerns represent what parent involvement is all about. The school is already in the process of addressing these concerns.

▶ **Annual Change in Enrollment**	**-12.4%**
▶ **Transiency Rate**	**21.9%**
▶ **Attendance Rate**	**93.1%**

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

░ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	28	90.3%
1990-91	21	80.8%
1991-92	19	79.2%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	1	3.8%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

	# students	%
1989-90	n/a	
1990-91	4	15.4%
1991-92	5	20.8%

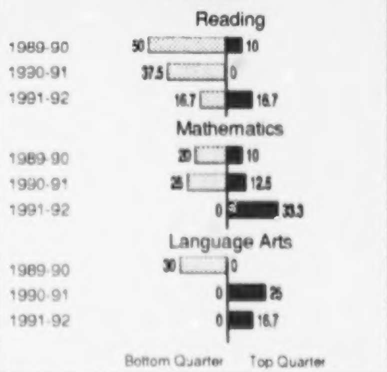
Special Education Students Tested

	# students	%
1989-90	4	14.3%
1990-91	0	0.0%
1991-92	0	0.0%

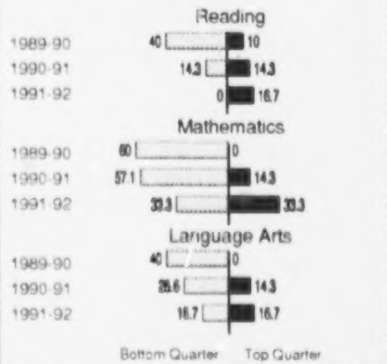
Bilingual/Bicultural Students Tested

	# students	%
1989-90	23	82.1%
1990-91	0	0.0%
1991-92	0	0.0%

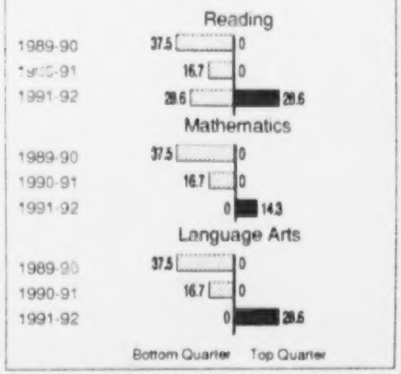
Grade 4



Grade 6



Grade 8



Haines Borough Schools

Summary of the School District Report Card to the Public

Nancy Billingsley, Superintendent

Superintendent's Highlights

Last year we were involved in a strategic planning process designed to guide the District for the next five years. The plan was adopted by the Board in July and we are proceeding with its implementation during the 1992-93 school year. The District is already doing many things well and we have a number of exemplary programs in existence throughout the system. Our new strategic plan challenges us to do more and to do it better. The staff, parents, and other community members who contributed to the development of the plan are to be commended for their work and commitment to school improvement.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Continue the process of restructuring and continuous improvement for the purpose of increasing student learning.	■ staff, board, parents, students, and community members received training in restructuring and continuous improvement through inservice sessions on Total Quality Management, Strategic Planning, and continuous improvement
■ Review, revise and align the curriculum, instructional delivery systems, and methods of student assessment to assure that these are consistent with the District's goals for students.	■ curriculum review in K-12 language arts and technology education, 9-12 world languages and publications • humanities course (for language arts and social studies credit) developed • portfolio assessment piloted • teaching team for humanities participated in week-long professional development • writing assessment expanded to include 5th grade as well as 11th
■ Emphasize the development of student self-esteem.	■ Quest and HLAY 2000 utilized • student products displayed • media recognition of exemplary student achievement • students participated in decision-making roles • school counselor published quarterly parent newsletters
■ Increase community involvement in and support of the school system and school system involvement in and support of the community.	■ Parent Advisory Councils • parents and community members served on committees • 278 volunteers contributed approximately 6,750 hours of time • students involved in community service • work-experience program

Other Indicators of School Performance

■ 50% of the high school students were on the Honor Roll at least one quarter during the year.
- One senior was a National Merit finalist.
- An eight-member team of 7th and 8th graders took 3rd place in overall competition in the Academic Pentathlon and placed 2nd in the "Super Quiz."
- 88% of the 1992 graduates are currently employed or enrolled in post-secondary education programs.
- 13% of the high school students received honor awards for maintaining a grade point average of 3.4 or above for the year.
- The debate, drama, and forensics team took second place in the state (for small schools).
- A three-member team placed first among 2A and 3A schools in the Annual Mathematics Examination.

Comments on School Performance:

Students, Parents, and Community Members

Community

■ The size of the district allows for greater individualized instruction and attention.
- Students explore a variety of activities.
- Student behavior could be greatly improved.

Parent

■ Most parents of elementary/middle school students feel the school is interested in their opinions and that the size of the school allows for a higher degree of contact with the staff.
- Most parents feel that Haines High School is a pretty good school.

Student

■ Most elementary/middle school students feel the instructional program is of good quality.
- Most students feel they are receiving quality instruction at Haines High School, although they are not in agreement as to required homework.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

■ Communications between Home and School

Newsletter	3.75
Teacher Generated Letters	3.5
Student Newspaper	3
Telephone Calls–Teacher to Parents	3
Home Visits	3
Needs Survey	2

■ Parents as Supporters

Parent Orientation	3.25
Student Performances	3.25
Attend Award Assemblies	2.25
Special School Functions	3.5

■ Parents as Learners

Parent Education Workshops	2.75
Informational Workshops	3
Joint Parent/Child Workshops	1.75
Parenting Tips Sent Home	2.75
Resources for Parents to Check Out	3
Parent–Teacher Conferences	3.5

■ Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs	4

■ Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	3.25
Organized Parent Group	3
District Committees	3

George Woodbury School - Of the seven families, five families volunteered regularly and all came to monthly parent meetings. This was a very pro-parent school.

Mosquito Lake - Parents are very involved and share their knowledge and skills with the children.

High School and Elementary - The parent advisory teams met monthly during the school year. These groups are an integral part of the operational and decision-making processes.

Key				
	1	Never	3	Some
	2	Seldom	4	Often

▶ **Annual Change in Enrollment**	-3.6%
▶ **Transiency Rate**	14.0%
▶ **Attendance Rate**	93.8%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	97.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

░ Bottom Quarter
█ Top Quarter

Nationally, 25% of students score in each quarter.

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	93	97.9%
1990-91	96	97.0%
1991-92	98	95.1%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	3	3.0%
1991-92	5	4.9%

Students Excluded from Testing for Special Education or Bilingual Reasons

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

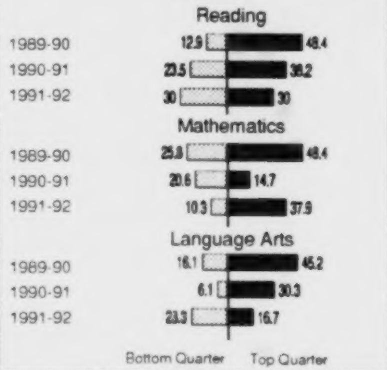
Special Education Students Tested

	# students	%
1989-90	6	6.5%
1990-91	9	9.4%
1991-92	8	7.8%

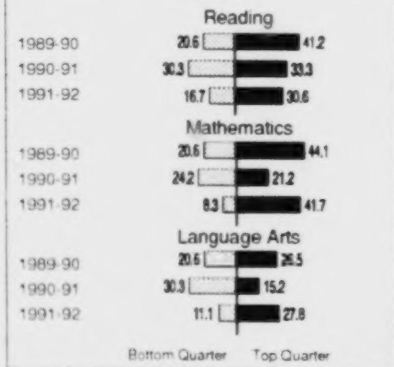
Bilingual/Bicultural Students Tested

	# students	%
1989-90	4	4.3%
1990-91	5	5.2%
1991-92	0	0.0%

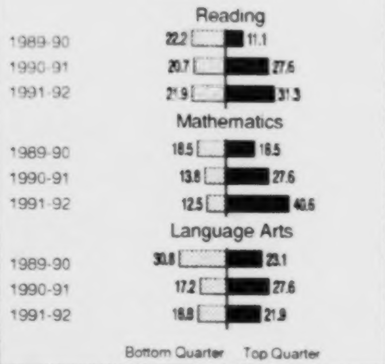
Grade 4



Grade 6



Grade 8



Hoonah City Schools

John Anttonen, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

During school year 1992-93 and school year 1993-94, Hoonah School District will continue to develop an accountability/reporting process that establishes performance standards for approved graduation outcomes and will test draft assessment procedures to measure student achievement on performance standards. Results of the assessment will be reported to the School Board and community.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Establishment of learning outcomes for all students graduating from Hoonah School District, June 1992.	■ Board approved Graduation Outcomes, April 1992 • during school years 1992/93 and 1993/94 establish expected performance standards for all learning outcomes • Performance Standards approved by Board
■ During school years 1992/93 and 1993/94, Hoonah School District shall establish expected performance standards for all learning outcomes.	
■ During school years 1992/93 and 1993/94, Hoonah School District shall establish an assessment process which will measure and report student performance on learning outcomes.	■ June 1992, all students assessed with computer-based math examination to test performance on Graduation Outcome 5, Mathematics • October 1992 Board meeting. Board received assessment information on student's performance for Graduation Outcome 5, Mathematics

Other Indicators of School Performance

■ Additional indicators of Hoonah City School District performance include general results of the math competency exam and a copy of the Hoonah Schools Performances Portfolio from Spring of 1992. The Performance Portfolio is updated to reflect the May 1992 Writing Assessment results. The Performance Portfolio is a unique set of Hoonah performance indicators over a period of time which the administration feels more clearly indicates progress of the school or lack thereof.

During 1991-92, a math competency exam was developed using specific objectives from the Hoonah Schools curriculum. Each student in grades 9-12 took the test.

Comments on School Performance:

Students, Parents, and Community Members

Community

■ I understand the goals of our school.
- All things considered, students are learning about all they can from their school experience.
- The school facilities are well kept and open for community functions.

Parent

■ I like my child's education to include using modern technology.
- The school tries to communicate with me.
- The learning for my child is meaningful and my child is interested and involved in school.

Student

■ I believe that teachers and the school are doing a great job of preparing me for when I am an adult.
- I can get extra help when I ask for it.
- In general, students are learning about all they can from their school experiences.

Parent Involvement

■ Teachers, administration, supplementary programs, and staff have made a serious effort to promote parent and community involvement. The parent involvement takes four major directions: student performances where the public is invited, personal positive contacts from teachers, newsletters and publications, and advisory groups. Hoonah Elementary organizes approximately one public performance of student efforts per month. Teachers have agreed to make at least two positive contacts with parents per week. These contacts take various forms, including seeing parents on the street, phone calls, notes home with students, and notes home through the mail. The combined school sends a school newsletter home every month. At least 60% of the teachers publish a class newsletter for parents that informs them of specific activities.

■ Through supplemental programs, Hoonah Elementary School has 4 advisory groups: Title V Indian Education, Bilingual/Bicultural, Chapter 1/Migrant, and Johnson O'Malley.

- Hoonah High School parent involvement consists of teacher and administrator interaction and extracurricular activities.
- The principal tries to make a minimum of 2 positive contacts per week.
- Extracurricular activities are a major part of parent involvement and interest. Many student activities are well-attended by both parents and community members.

► **Annual Change in Enrollment** 14.0%

► **Transiency Rate** 16.7%

► **Attendance Rate** 92.9%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter

► Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	64	100.0%
1990-91	45	93.8%
1991-92	63	95.5%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	2	4.2%
1991-92	3	4.5%

Students Excluded from Testing for Special Education or Bilingual Reasons

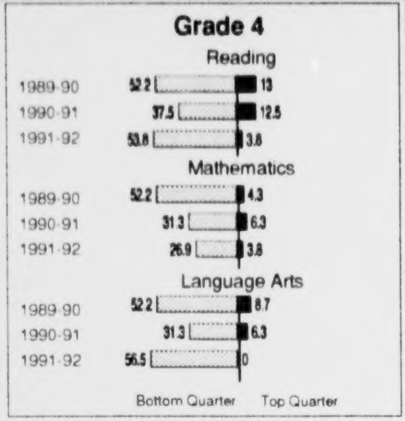
	# students	%
1989-90	n/a	
1990-91	1	2.1%
1991-92	0	0.0%

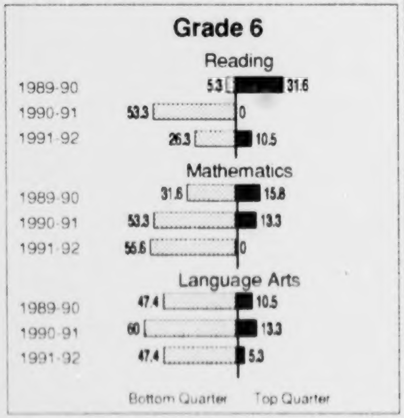
Special Education Students Tested

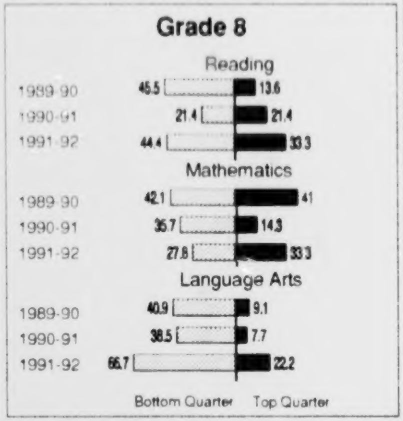
	# students	%
1989-90	5	7.8%
1990-91	2	4.4%
1991-92	2	3.0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	1	1.6%
1990-91	0	0.0%
1991-92	0	0.0%


Grade 4


Grade 6


Grade 8

Hydaburg City Schools

Summary of the School District Report Card to the Public

Larry Schroeder, Superintendent

Superintendent's Highlights

The District has a strong commitment to keeping the community both informed and involved in the school. Since 1988, the District has conducted a needs assessment which includes input from community members, parents, students, and the school staff. The information is used to establish and update the District's school improvement plan. Since 1988 the community has received a report which summarizes the results of the needs assessment, reports progress on the year's goals, and reviews the priorities for the coming term. The needs assessment helps us to establish priorities which address the unique needs of our community, and has enabled us to make steady progress on school improvement.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ School and curriculum improvements	■ adoption of K-12 drug/alcohol abuse program • reduced combined class for 5th/6th to only two periods • put aide in 3rd/4th room almost full-time • audio amplification system in place and functioning • required class in counseling for all seniors; certified counselor visited twice a month • piloting new language arts curriculum • mini-class program at secondary level did not work • program to help at-risk students uses PASS program and alternative program • AIDS assembly held; public health nurse made presentations • accredited by Northwest Accreditation Association • satellite delivery of two science courses
■ Staff development	■ cooperative education and MARR audio amplification system inservice • did not inservice on cultural differences and learning styles • orientation of new staff members
■ Positive school climate and public relations	■ student and staff member of the month • established National Honor Society • open gym for eligible students • study hall offered • open houses • advertised for resource people, but did not get response desired • daily and monthly newsletters

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■ There is a high priority on further education, the school must provide a strong academic program.

- There is a request for foreign languages.
- The discipline program needs to be improved.
- There is a concern over communications and community involvement.

Student

■ The large number of students wishing to go on to school after graduation is consistent with past surveys.

- The district must provide a strong academic program as well as encourage responsibility and self-motivation. To succeed in college, a student must know how to study and plan his/her time.

Parent Involvement

■ As part of the Northwest Accreditation Association process the following commendations were made for:

- providing a warm and friendly school environment for adult visitors
- community raising close to $10,000 for student activities
- opening the library to the community and encouraging increased use by community members
- the community taking an active and supportive interest in the accreditation process with a positive desire toward self-improvement

■ As part of the Northwest Accreditation Association process the following recommendations were made to:

- continue to strengthen communication links between the school, parents, the Board of Education, and community members
- reinforce efforts to improve community/school relations and communications

▶ **Annual Change in Enrollment**	-0.8%
▶ **Transiency Rate**	9.8%
▶ **Attendance Rate**	91.5%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	85.7%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	19	100.0%
1990-91	23	95.8%
1991-92	28	93.3%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	2	6.7%

Students Excluded from Testing for Special Education or Bilingual Reasons

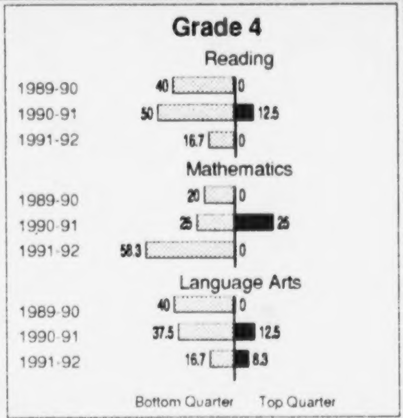
	# students	%
1989-90	n/a	
1990-91	1	4.2%
1991-92	0	0.0%

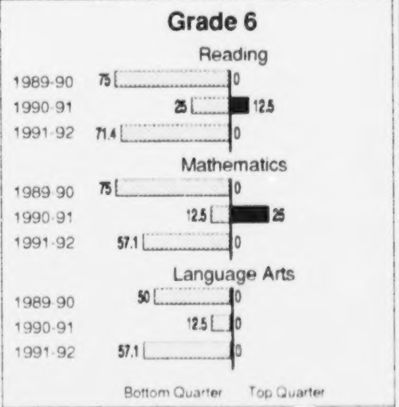
Special Education Students Tested

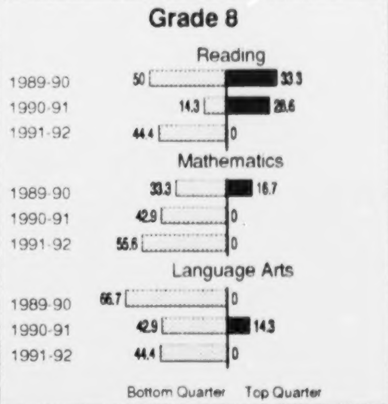
	# students	%
1989-90	3	15.8%
1990-91	1	4.3%
1991-92	5	16.7%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	11	57.9%
1990-91	16	69.6%
1991-92	1	3.3%







Iditarod Area Schools

John Monohan, Acting Superintendent

Summary of the School District Report Card to the Public

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ To continue to improve the learning program to meet each student's needs and assist them in realizing their potential.	■ tracking specific growth for each student • Analytical Writing Assessment 4th-12th grade; training in scoring • implementation of Language Arts Student Record • continuation of other district assessments • begun to develop middle school math portfolio
■ To improve communication among all levels of the School District and communities.	■ Parent Educational Forum developed recommendations in five categories: social, management/ policy, curriculum, teacher training, and school policy; circulated to Board, ASB's, and staff • district newsletter sent to all households • school newspapers published • principals submitted monthly report to School Board • administrators met monthly • Quickmail in place in all sites
■ To build and maintain a cooperative management team.	■ site-based management system • reduction of central office staff • training of principals • ASB's not yet surveyed to determine effectiveness of site-based management structure
■ To continue to employ dedicated, competent people at all levels of the District.	■ training for staff and instructional aides in and out of district • maintenance staff, secretaries, ASB and School Board received specialized training • mentoring to any interested staff member • inservices made available to community

Superintendent's Highlights

To accomplish the Iditarod Area School District's objective of site-based management, the newly developed "Administrative Council" dramatically improved communication and responsiveness to the needs of the District's ten school sites, situated throughout the 11,500 square mile area. The administrative council met throughout the academic year to formulate and recommend ideas to the Board. Proposed ideas were reflective of the diverse needs, thoughts, and wishes of the various cultural groups.

The increased efficiency of communication and financial matters helps everyone interested in the well-being of students to successfully reach high standards.

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Other Indicators of School Performance

■ Success in K-2 reading program at 5 sites using the Dekodithukan program.

- 4th - 12th grade writing assessment has lead to improvement in writing instruction

Comments on School Performance:

Students, Parents, and Community Members

General Comments

■ General comments from a district survey, the Educational Forum, and other correspondence include:

- I am pleased with the regular school newspapers.
- I always come into my children's classrooms when invited.
- I like being involved in fund raisers for the students.
- We would like to have more activities for parents-classes like sewing, woodworking, fun things to bring parents together in the school.
- My favorite time to come into the school is when the students host parties and programs for parents.
- Continue to invite more community members into the school to speak to students and to help out on school projects.

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Parent Involvement

■ A Parent Educational Forum was conducted. Parents from all over the district were invited for a meeting which was held at one of our school sites. An outside facilitator was hired to work with the group. The group worked together for three days during which time they came up with issues and recommendations in five categories: social, management/policy, curriculum, teacher training, and school policy. The issues/recommendations were circulated to the School Board, advisory school boards, and to all staff within the district. In addition, an article was written in the district newsletter about the meeting and the parent concerns. A retreat was held by the School Board to begin dealing with the recommendations.

■ Some recommendations which came out of the Educational Forum include:

Management: Build an educational task force to become informed about educational needs and to help inform the communities about these needs.
Curriculum: Offer a better program in the Arts, in Career Awareness and Development, in Vocational Education, and insure that students are adequately prepared to make healthy life choices.
Teacher Training: Teachers should be equipped with a variety of teaching methods in order to meet the special needs of all students.
School Policy: Academic performance should not be the limiting factor for all travel; revise travel policy to include other potential.
Social: Students are falling asleep in school or are tired and unable to concentrate and learn because of their living environment. Have all agencies work together to address this problem which affects learning in each classroom.

► **Annual Change in Enrollment**	6.7%
► **Transiency Rate**	22.4%
► **Attendance Rate**	87.3%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

☐ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	99	92.5%
1990-91	62	84.9%
1991-92	82	87.2%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	1	1.3%
1991-92	1	1.1%

Students Excluded from Testing for Special Education or Bilingual Reasons

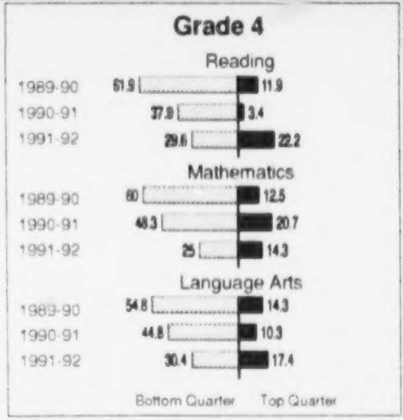
	# students	%
1989-90	n/a	
1990-91	13	17.1%
1991-92	11	11.7%

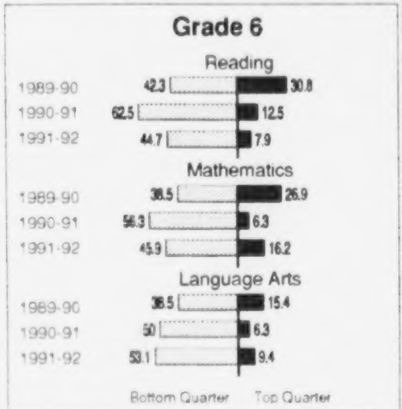
Special Education Students Tested

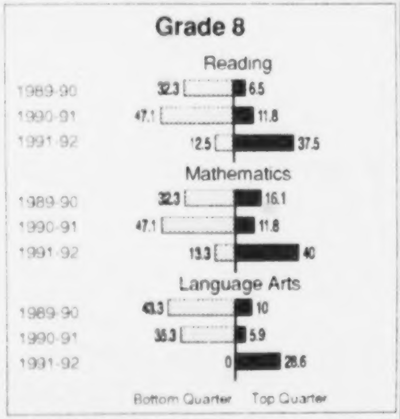
	# students	%
1989-90	6	6.1%
1990-91	1	1.6%
1991-92	1	1.1%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	41	41.4%
1990-91	12	19.4%
1991-92	5	5.3%







Juneau City Schools

Helen McIntyre, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The District has a strong tradition of developing a vision for our schools that clearly focuses on every student's having the skills, knowledge, and attitudes necessary for a successful life. As we readjust, realign, and restructure our schools to meet the changing demands of the 21st century, we must reach beyond our present way of thinking and actively involve new partners in this endeavor: parents, business, community, and government. We envision our schools serving as life-long learning centers where students and all community members have the opportunity to continue their education, where agencies collaborate and share resources, and where schools truly belong to the community.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Develop and implement a uniform, innovative, futuristic K-12 curriculum in all subject areas, with established student outcomes and minimum competencies.	■ adoption of secondary math and K-12 world languages curriculum • writing assessment grades 1, 2, and 11 • math assessment inservice postponed • secondary language arts outcomes completed
■ Develop and implement comprehensive support services program.	■ G/T teacher training • counselor training scheduled • preschool services launched • special services integration model expanded
■ Develop the use of technology to enhance education.	■ technology needs prioritized • recommended continued use of computers in portfolio process • evaluated Classroom of the Future
■ Develop and implement effective programs to combat substance abuse.	■ transition and support system in place for secondary students
■ Provide staff and parent training, develop appropriate educational programs, and adhere to our affirmative action hiring practice, thereby reducing Native student school dropout by 15% by 1992.	■ increased number of Alaska Native staff • variety of workshops, inservices, and meetings offered
■ Establish support systems and implement programs to assist families in meeting the social needs of students.	■ grants initiated • regular interagency team meetings
■ Support parents, community, and staff in the implementation of site-based management by June 1993.	■ action plan completed • began implementation

Other Indicators of School Performance

■ *200 Years in the White House* student art finalist
- 1st and 2nd place in State Math Counts Individual Competition
- 1st place in State Future Excellence Class Competition
- 1st place in State Geography Bee
- teacher and student selected to represent Alaska in National Geographic Alliance/US Navy International Marco Polo Project
- seven students selected National Merit semifinalists
- statewide Award of Excellence to district's Community Schools Programs
- expanded Language Arts Portfolio process to all students in grades K-2

Comments on School Performance:

Students, Parents, and Community Members

Parent

■ Our school has caring, dedicated teachers who take time for students and parents.
- We need to address the public's perception of the high school and what is being done to make it more positive.
- We would like to have our school continue its efforts to implement an elementary second language program.

Student

■ We want more after-school activities and information about what's available.
- We really like the exploratory classes.
- I like the way the people treat you here, like the way counselors, nurses and aides treat you. They treat me nice and with respect.
- We'd like more time on the computer and more large projects related to topics studied in class.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

Communications between Home and School

Newsletter	4
Teacher Generated Letters	3
Student Newspaper	3
Telephone Calls–Teacher to Parents	3
Home-school Coordinator Activities	3
Needs Survey	3
Other	Homework Hotlines

Parents as Supporters

Open House	3
Parent Orientation	3
Student Performances	3
Attend Award Assemblies	4
Special School Functions	3
Other	Greatest number of volunteers help with chaperoning field, camp, and travel trips.

Parents as Learners

Parent Education Workshops	2
Informational Workshops	2
Parent/Child Workshops LEP workshops, G/T programs	2
Parenting Tips Sent Home	3
Resources for Parents to Check Out	2
Parent–Teacher Conferences	3

Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs Parents present in the classroom often	3

Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	3
Organized Parent Group	4
District Committees	3
Other	World Languages Committee District Budget Committee, Playground, Art and Student Teacher Program

Key

1	Never	3	Some
2	Seldom	4	Often

Annual Change in Enrollment	4.0%
Transiency Rate	17.6%
Attendance Rate	94.3%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	99.8%
2	99.6%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	96.9%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	1141	98.0%
1990-91	1181	98.7%
1991-92	1212	93.3%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	9	0.8%
1991-92	46	3.5%

Students Excluded from Testing for Special Education or Bilingual Reasons

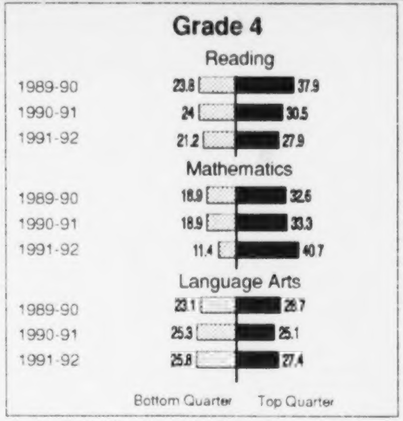
	# students	%
1989-90	n/a	
1990-91	7	0.6%
1991-92	41	3.2%

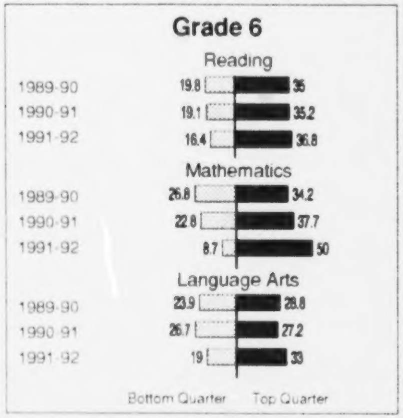
Special Education Students Tested

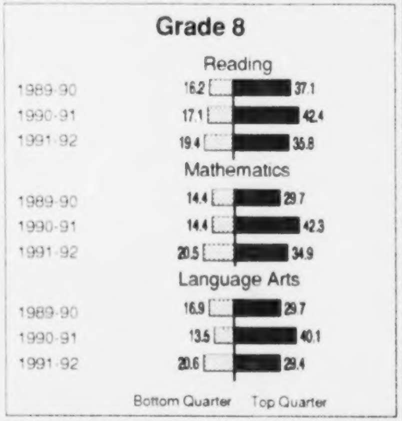
	# students	%
1989-90	80	7.0%
1990-91	39	3.3%
1991-92	101	8.3%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	97	8.5%
1990-91	59	5.0%
1991-92	0	0.0%







Kake City Schools

Larry Stout, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The Kake City Board of Education, parents, and community members held planning meetings in January of 1992 to continue with the goals they established in 1991. Progress has been made toward achieving their goals and their goals continue to set the direction for the District. I am pleased to be part of a system that is guided by such well developed goals.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Provide the best possible education by increasing Board effectiveness through building a stronger Board/Administrative team.	■ meeting schedule developed and exceeded • new Chair and Superintendent held two meetings • reminder given at all meetings • evaluation process of Superintendent in place
■ Design and implement a curriculum that will: 1) Develop a positive attitude toward learning in our students, emphasizing discipline and self-esteem and 2) Prepare students for success as adults	■ reading and language arts reviewed; new textbook adopted
■ Increase the level of TWO-WAY communication and interaction between the school, parents, and community to strengthen overall education offered to our students.	■ 97% attendance at parent/teacher conferences • elementary school newsletter • Fall and Spring open house
■ Improve communications between Board and staff to create a more positive environment of students.	■ Board Members attended State School Board meeting and one member attended National School Boards meeting • Board Members attended policy manual workshop
■ To implement a comprehensive evaluation of the school system to identify strengths and weaknesses as a part of the larger effort to improve our children's education.	■ evaluation prepared by Southeast Regional Resource Center

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Parents

■ Our kids need to be ready for the real world.

- The curriculum needs to meet the needs of all students, especially the at-risk students.
- Parents and teachers need to work more together.

Student

■ I think we need better classrooms.

- We need more electives, like foreign languages, power mechanics, business classes, and welding.
- We don't know what jobs are out there. We need a better guidance program.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

Communications between Home and School

Newsletter	4
Teacher Generated Letters	3
Student Newspaper	4
Telephone Calls–Teacher to Parents	3
Home Visits by Teachers	3
Home-school Coordinator Activities	3
Needs Survey	3

Other .... Parent inventory, Parent/Teacher Conferences, Open House

Parents as Supporters

Open House	3
Parent Orientation	2
Student Performances	3
Attend Award Assemblies	3
Special School Functions	3

Other ..... Booster Club, Parent/Teacher Group

Parents as Learners

Parent Education Workshops	2
Informational Workshops	3
Parent/Child Workshops Puppet Workshop, Drug Educ. Presentation	3
Parenting Tips Sent Home	2
Resources for Parents to Check Out	4
Parent–Teacher Conferences	4

Parents as Teachers

School–Home Learning Activities Interactive Homework	4
Volunteer Programs Parents used in elementary as volunteers	3

Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	3
Organized Parent Group	3
District Committees	3

Key

1	Never	3	Some
2	Seldom	4	Often

Annual Change in Enrollment -1.7%

Transiency Rate 1.6%

Attendance Rate 91.6%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

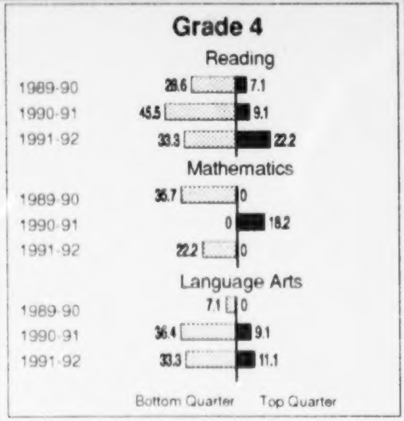
Standardized Test Results

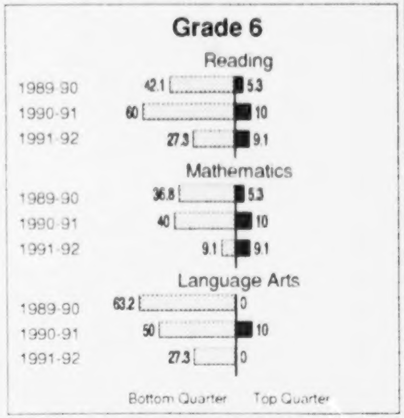
Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

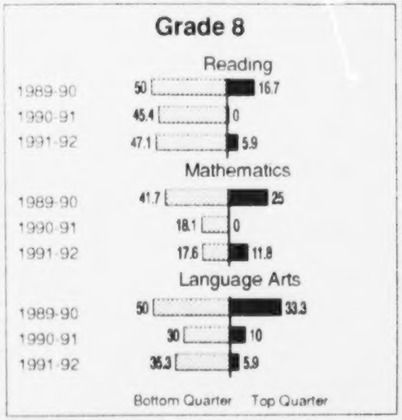
▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter







Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	45	91.8%
1990-91	35	85.4%
1991-92	37	92.5%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	1	2.4%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

	# students	%
1989-90	n/a	
1990-91	5	12.2%
1991-92	3	7.5%

Special Education Students Tested

	# students	%
1989-90	9	20.0%
1990-91	5	14.3%
1991-92	2	5.0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	0	0.0%
1990-91	6	17.1%
1991-92	0	0.0%

Kashunamiut School District

B.A. Weinberg, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The District's educational plan reflects the prominence of the Cup'ik language and culture in the instructional program. This is exemplified by requiring specific courses for all students in Cup'ik language, values, history, arts, and subsistence skills, and by incorporating cultural attributes into the conventional disciplines. The intent of this effort is to prepare students to succeed whether they elect to retain the traditional village lifestyle or to adopt the lifestyle of the Western culture.

District Progress Toward Goals

1991-92 GOALS

■ Each student will develop a functional command of language, both English and Cup'ik, with skills in reading, writing, listening, and speaking.

■ Each student will demonstrate knowledge and respect for the history, cultural issues, language and literature of their community, the United States, and other people.

■ Each student will acquire an increased understanding and skills in mathematics, science, and computer science.

■ Each student will acquire the ability to express themselves creatively through the study of music, art, crafts, and dance of significant Cup'ik and world artists.

■ Each student will develop a positive attitude toward the practice of good health, and will develop respect for self and others.

■ Each student will gain the skills, attitudes, disciplines, and confidence necessary to prepare for a job, career, or profession, and for subsistence activities.

PROGRESS

■ reorganized school program into 6 period schedule with various levels of instruction

- integrated bilingual/multicultural program
- articulated language arts and mathematics strands
- implemented health education program
- restructured special education and Chapter I programs with initial planning for "mainstreaming"
- expanded delivery of special education
- new programs in mathematics, social studies and vocational education
- developed new parent reporting system
- reorganized guidance and counseling services; employing ACKIS and high school planner
- published initial draft of school's K-12 curriculum
- revised testing program on "Spring-Spring" cycle; implemented ITBS instrument for grades 2-12
- initiated NWASC re-accreditation process for K-12 school program

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■ **Academic Needs/School Responsibility:**
- personal growth/development class
- teachers enthusiastic
- emphasize student reading skills

■ **Noticed Improvements:**
- aides to help teachers
- more community involvement
- more class space

Student

■ **Academic Needs/School Responsibility:**
- band
- business class
- vocational education

■ **Noticed Improvements:**
- new teachers
- more student activities
- teachers encourage students, pay attention

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

- Communications between Home and School

Newsletter	3
Teacher Generated Letters	4
Student Newspaper	4
Telephone Calls–Teacher to Parents	4
Home Visits by Teachers	3
Home-school Coordinator Activities	4
Needs Survey	3

- Parents as Supporters

Open House	3
Parent Orientation	3
Student Performances	3
Attend Award Assemblies	3
Special School Functions	3

- Parents as Learners

Parent Education Workshops	1
Informational Workshops	2
Parent/Child Workshops Gym Night, Shop Night	3
Parenting Tips Sent Home	3
Resources for Parents to Check Out	3
Parent–Teacher Conferences	4

- Parents as Teachers

School–Home Learning Activities	4
Volunteer Programs Parent Volunteers in the classroom	2

- Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	3
District Committees	3

Key

1	Never
2	Seldom
3	Some
4	Often

▶ **Annual Change in Enrollment**	**2.1%**
▶ **Transiency Rate**	**2.0%**
▶ **Attendance Rate**	**90.2%**

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	93.3%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

☐	Bottom Quarter
■	Top Quarter

Nationally, 25% of students score in each quarter.

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	38	95.0%
1990-91	27	87.1%
1991-92	40	90.9%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	3	9.7%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

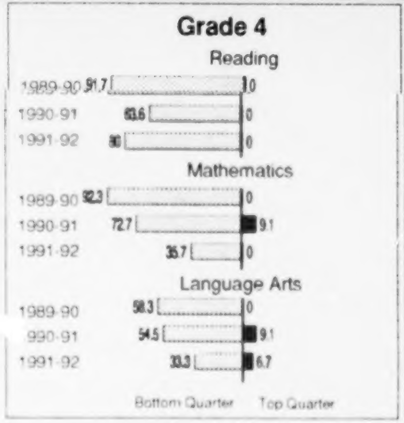
	# students	%
1989-90	n/a	
1990-91	1	3.2%
1991-92	4	9.1%

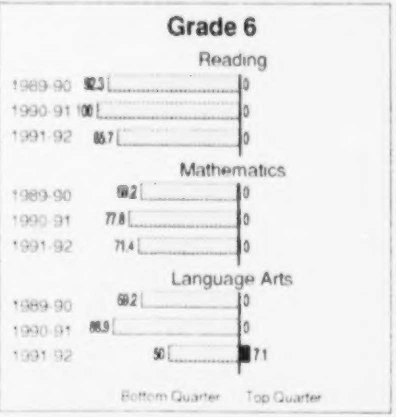
Special Education Students Tested

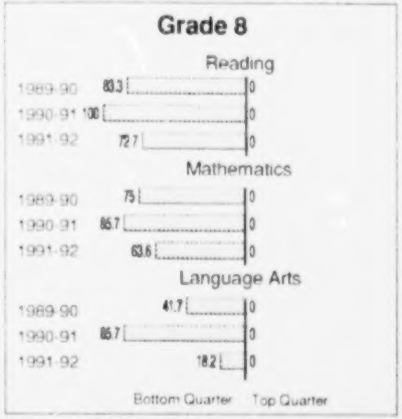
	# students	%
1989-90	3	7.9%
1990-91	8	29.6%
1991-92	4	9.1%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	37	97.4%
1990-91	11	40.7%
1991-92	39	88.6%







Kenai Peninsula Borough Schools

Robert Holmes, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

Our educational plan always includes the caveat of providing the best possible educational program within the context of what the public is willing to fund. Our uniqueness arises from our continuing support for innovative programs, even in the face of declining funding. This support is given out of respect for the creativity and professionalism of our instructional staff, and to encourage their continued excellence.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ To identify and modify as necessary the current practices relative to authority and accountability at school sites in the District in order to bring all sites to an appropriate level of on-site management.	■ report on School-based Decision Making and six recommendations for implementation accepted by School Board, including plans to develop new vision statement, student outcomes and process for school-based proposals for restructuring
■ To assure that an adequate level of vocational and post-secondary guidance services are provided for all students.	■ K-12 counseling curriculum approved by School Board which includes vocational counseling components • evaluation of applied course work completed • graduate follow-up study completed and results integrated into program planning
■ (Continuing) To design and implement a long-term staff development plan which will provide a common vision for instructional excellence.	■ principal and one teacher from each school were trained in Skills for Excellence which provided a common vision and knowledge base for school improvement • parents will be included in training during 1992-93 • school-based inservices designed to meet school goals • support provided by Districtwide Inservice Committee and local grant funding of proposals
■ (Continuing) To support a transition of all junior high school programs to a middle school philosophy and design as communities and staffs indicate readiness.	■ Homer Jr. High School staffed as middle school • forty teachers or principals attended Middle School Institute

Other Indicators of School Performance

- Professionalism and support for innovation
- Statewide and national recognition: Alaska School Principal of the Year, Christa McAuliffe Award, Promising Writers Awards, National Distinguished Principals, Alaska Counselor of the Year, Librarian of the Year, Phi Delta Kappa Paraprofessional
- Alternative Schooling Program Options
- Pacific Rim and Global Studies
- Comprehensive Co-Curricular Activities

Comments on School Performance:

Students, Parents, and Community Members

Community

■ There is a need for long range planning for adequate student housing to accommodate increased enrollment.
- Continue to increase parental and community involvement in schools and decision making.

Parent

■ Lower pupil/teacher ratio in elementary schools and add elementary counseling services.
- Teachers communicate well with parents and are committed to doing what is best for the students.

Student

■ The students like the variety and availability of extracurricular activities. They would like extracurricular activities expanded to include younger students.
- Increase the variety in course selections and availability of counseling services.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

■ Communications between Home and School

Newsletter	4
Teacher Generated Letters	3
Student Newspaper	2
Telephone Calls–Teacher to Parents	4
Needs Survey	3
Other	National Study of School Evaluation

■ Parents as Supporters

Open House	4
Parent Orientation	3
Student Performances	4
Attend Award Assemblies	3
Special School Functions	3
Other	Parent Switch Day, Authors Day

■ Parents as Learners

Parent Ed Workshops	3
Informational Workshops	3
Parent/Child Workshops	2
Parenting Tips Sent Home	3
Resources for Parents to Check Out	3
Parent–Teacher Conferences	4
Other	DARE Parent Program, Parent Univ.

■ Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs	3
Other	Parents assist in classrooms, libraries

■ Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	3
Organized Parent Group	4
District Committees	3
Other	parent input on school goals, budget and special committees, and hiring

■ Additional Comments

Several schools commented on the transition to a school based decision making model and the stage of implementation of governance councils.

Key				
	1	Never	3	Some
	2	Seldom	4	

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► **Annual Change in Enrollment**	**0.3%**
► **Transiency Rate**	**15.0%**
► **Attendance Rate**	**94.0%**

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

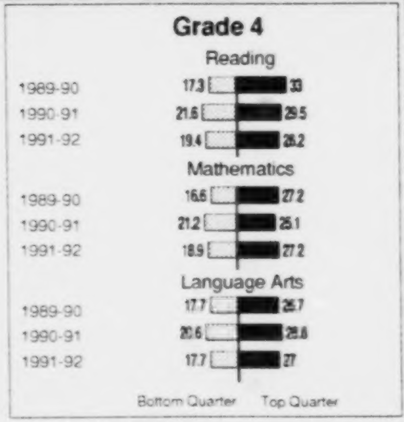
Grade	% Promoted
1	98.7%
2	99.0%
3	100.0%
4	100.0%
5	99.7%
6	100.0%
7	99.0%
8	99.3%

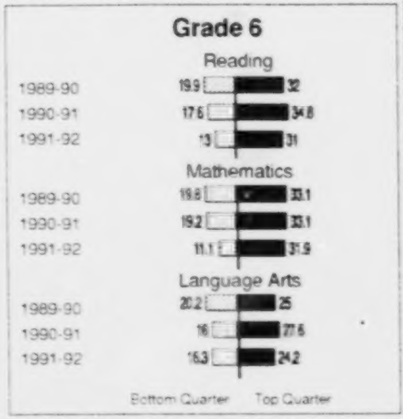
Standardized Test Results

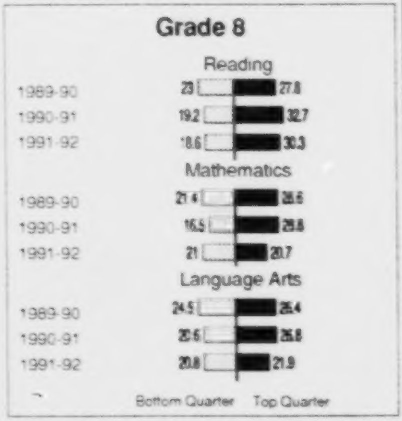
Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

- ▭ Bottom Quarter
- ■ Top Quarter

Nationally, 25% of students score in each quarter.







► Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	1917	95.6%
1990-91	2015	95.1%
1991-92	2167	92.6%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	47	2.2%
1991-92	111	4.7%

Students Excluded from Testing for Special Education or Bilingual Reasons

	# students	%
1989-90	n/a	
1990-91	56	2.7%
1991-92	63	2.7%

Special Education Students Tested

	# students	%
1989-90	116	6.1
1990-91	130	6.5
1991-92	212	9.1

Bilingual/Bicultural Students Tested

	# students	%
1989-90	89	4.6%
1990-91	140	6.9%
1991-92	111	4.7%

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Ketchikan Gateway Borough Schools

Richard Clevenger, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

As we review the goals established for the creation of the Report Card Legislation and Alaska 2000, it is satisfying to realize this district is already doing, or is in the process of, establishing a number of the goals of such programs.

I am not sure what we do is unique, or should be considered unique. What is important is to do what needs to be done and do it well.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Structure opportunities for two-way communication with parents, community, staff and students regarding: 1) student success 2) school success 3) district success.	■ monthly parent meetings open to all parents, guardians and interested community members • monthly newsletter mailed to all parents and guardians • bi-weekly staff meetings and department chair meetings • quarterly written notices sent to parents regarding academic progress • in addition to quarterly report cards, frequent phone calls made to parents by staff • before Assistant Principal addresses any classroom behavior problem, teacher is required to speak with parent
■ Support staff development for teachers in the following areas: 1) life skills 2) classroom management 3) instruction delivery.	■ training given to those staff involved in Life Skills curriculum and in some areas involving technology planning • main thrust of technology planning and training for new facility will be accomplished in future; plans currently being developed; implementation will follow • individual teachers working in conjunction with building administrators on classroom management and instructional delivery
■ Support curriculum uniformity through: 1) development of districtwide committees 2) release time for curriculum work 3) financial support for uniform curriculum materials 4) plan a process for revision of graduation requirements during the 1991-92 school year.	■ high school staff involved in all four areas of curriculum uniformity, in particular, science and math curricular work as it relates to design and development of high school facility, and math and English curricular work as it relates to implementation of revised graduation requirements

Other Indicators of School Performance

■ Success in regional and statewide academic competitions in debate, forensics, drama, Academic Decathlon, and vocal and instrumental music.

■ Approximately 60% of our graduating seniors go on to a post-secondary program. Our Ninth Grade Membership on October 1, 1988 was 131 students. 19 Students transferred from this class for the years 1989, 1990, 1991, 1992 (this includes deaths). 31 students transferred into the graduating class of 1992 for an aggregate total of 143 students. Of these, 125 students graduated in May 1992.

Comments on School Performance:

Students, Parents, and Community Members

Community

■ The district listens to community input and considers it in the decision making processes.

- Our elementary teachers seem to go that extra step in helping our kids enjoy school.

Parent

■ Parents say they appreciate the friendly, dedicated teaching staff.

- Keep encouraging and providing for parental involvement in the schools.
- Parents ask for better outdoor playgrounds.

Student

■ We like our teachers. They make work fun and treat us like we're important.

- We need more time in the school day to really get an adequate education.
- We like having parents here during the day, helping out the teachers in the classroom.

Parent Involvement

- Parent teacher organizations have become active at almost all of the schools and individual parents volunteer in the schools. Parents help raise funds for school programs.
- Parents are kept informed about school happenings via newsletters, school conferences, and open houses, and through the communities' newspaper.
- Parents actively support school events and help chaperone dances, trips, and other activities.

► **Annual Change in Enrollment**	**1.3%**
► **Transiency Rate**	**28.2%**
► **Attendance Rate**	**94.6%**

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	99.0%
2	100.0%
3	99.5%
4	99.5%
5	100.0%
6	100.0%
7	97.9%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter

► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	579	95.5%
1990-91	609	93.8%
1991-92	582	92.7%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	40	6.2%
1991-92	40	6.4%

Students Excluded from Testing for Special Education or Bilingual Reasons

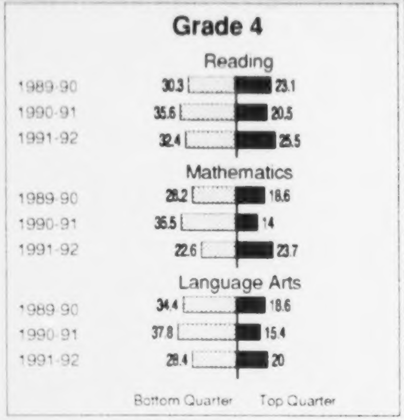
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	6	1.0%

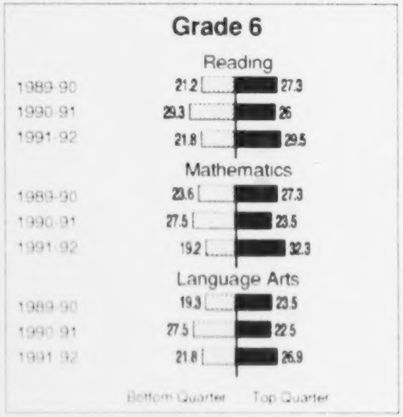
Special Education Students Tested

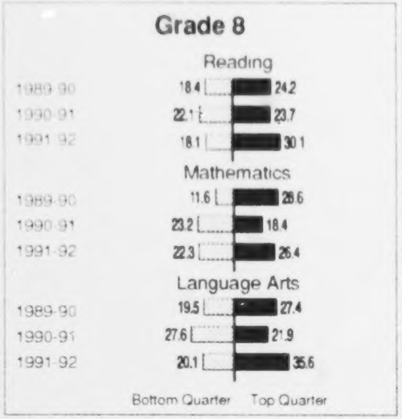
	# students	%
1989-90	35	6.0%
1990-91	73	12.0%
1991-92	33	5.3%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	10	1.7%
1990-91	22	3.6%
1991-92	6	1.0%







Klawock City Schools

Morris Ververs, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

In response to the District Strategic Planning Process, 36 action plans were drafted for the 1991-92 school year to address a broad spectrum of student learning needs. Twenty-nine action plans were completed or nearly completed, seven needed more work and were extended into the 1992-93 school year. In the fall of 1991 The Northwest Regional Lab assisted the District with writing research based action plans for the 1992-93 school year. Twenty of these have been completed with 17 still in process. The focus has been on community involvement in and support of quality education, teacher collaboration, and skills needed by students in the 21st century.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ We will build a mission-based curriculum supporting a quality education enabling students to be responsible and productive members of society.	■ fifteen action plans developed, seven completed, seven are in process of being completed, one needs more work
■ We will develop and implement a plan of testing, measurement, and research that will clearly respond to the objectives of the Strategic Plan.	■ four action plans developed, three completed, one in process
■ We will develop and maintain a school building that is conducive to learning and that is a source of pride to students, staff and community.	■ five action plans developed, two completed, three in process, one needs more work
■ We will energize and integrate all aspects of our community into full support and implementation of the Mission and Objectives.	■ eleven action plans developed, seven completed, three in process, one needs more work
■ We will develop restructuring plans to achieve an organizational system to accomplish our Mission.	■ two action plans developed, one completed, one needs more work

Other Indicators of School Performance

- Selected to participate in the SDMPS (Social Decision Making and Problem Solving) program.
- Participant in Northwest Regional Educational Lab's Successful Schools Program.

Comments on School Performance:
Students, Parents, and Community Members

Parents/Community

- Parents indicated that they felt they had easy access to teachers, the principal and administration. They found extracurricular activities to be an important part of their child's education. Community members rated extracurricular activities as very important.

Student

- Students in grades 7-12 were surveyed. All 81 students (100% of the student body) responded. They agree or strongly agree that their teachers provide necessary help with their assignments and that teachers are concerned that students learn. The students agree or strongly agree that they are in the various student activities of their choice. 69% indicate a concern about off-campus drug and/or alcohol problems among their peers.

Parent Involvement

■ The following have been completed or are in the process:

- School Board adopted priority of parent involvement and building positive school/parent relations, May 1990.
- School District sponsored two-day parent involvement conference, April 1991.
- School District began Strategic Planning Process, Feb. 1991, with parents and community comprising 80% of participants.
- Giant pie poster hangs at school with students names making up the slices of the pie. Each time a teacher calls a parent conveying a positive message, that student's slice is colored in. Teachers are treated to a pizza party when the entire pie is colored.
- Student-generated invitations encourage parents' attendance at annual open house.
- 70-80% parent attendance recorded at parent/teacher conferences held twice annually.
- Students honored at six award assemblies held during the school year.
- Special evening programs tailored for parents address the following topics: Discipline with Love and Logic, Effective Parenting, The School/Home Connection, Communicating with the School in a Multicultural setting.
- Information booklets mailed to all parents covering self discipline, helping students achieve, parenting skills, drug/alcohol prevention, and others.
- Klawock Parent/Teacher/Student Association, comprised of 112 members, conducts numerous activities during the year. PTSA also purchased and distributed booklets on parenting and parent involvement, as well as built and maintained bulletin board displays designed to encourage parental involvement and advertise PTSA events and achievements.
- Klawock Parent Advisory Committee provides input on grant allocations.
- Klawock Native Education Committee meets monthly to oversee Native Education Programs.
- Revised school discipline program drafted by committee of parents, students, and teachers, makes for a more favorable learning environment.

► **Annual Change in Enrollment**	-3.4%
► **Transiency Rate**	20.6%
► **Attendance Rate**	89.2%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► Percent of Students Promoted to the Next Grade

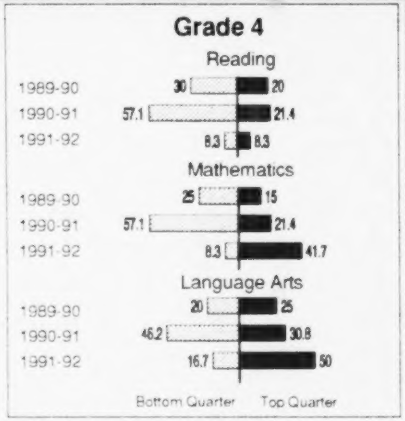
Grade	% Promoted
1	100.0%
2	100.0%
3	93.8%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

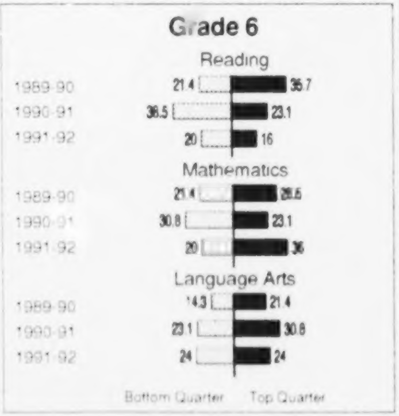
Standardized Test Results

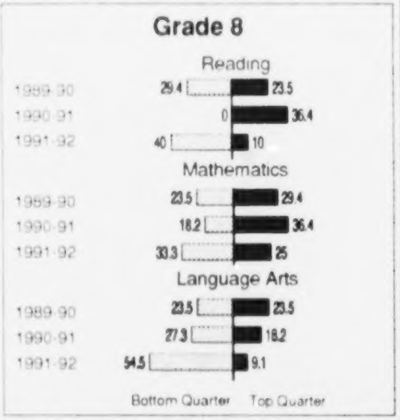
Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.







► Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	51	96.2%
1990-91	38	90.5%
1991-92	49	83.1%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	3	7.1%
1991-92	7	11.9%

Students Excluded from Testing for Special Education or Bilingual Reasons

	# students	%
1989-90	n/a	
1990-91	1	2.4%
1991-92	3	5.1%

Special Education Students Tested

	# students	%
1989-90	7	13.7%
1990-91	4	10.5%
1991-92	8	13.6%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	0	0.0%
1990-91	0	0.0%
1991-92	0	0.0%

Kodiak Island Borough Schools

John Witteveen, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

For over a year, a broad-based community effort has resulted in the development and implementation of a strategic plan for the Kodiak Island Borough School District. One component of this plan calls for competency-based education (CBE) in our schools. We intend to do all that we can to provide CBE information for our staff and community members.

We will continue to support outreach to families of all students with particular emphasis on those who are hesitant to become active in schools due to language/cultural diversity or their own school experience.

I urge everyone within our island community to join with us as we continue to focus on students in their pursuit of a career and life goals.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ We will, with family and community involvement, develop, implement and measure prescribed and relevant competencies for all students.	■ continued education of staff and community on competency-based education needs
■ We will initiate a personnel management program that uses input from students, families, the Kodiak Island Borough School District and community with regard to hiring, evaluation, professional development and retention to ensure accountability and high performance.	■ continued to update information on firing, evaluation and professional development • involved staff members in interviewing process for new hires • provided professional development opportunities for staff • continued to expect outstanding performance of staff
■ We will develop a program that will ensure communication and foster direct family communication/participation in the education success of students.	■ encouraged volunteers in all school sites • continued or established newsletters for families • enlisted family support and involvement in school day and evening activities
■ Provide educational program options and alternatives for students prior to high school in order to ensure success.	■ provided educational program options and alternatives for students prior to high school • developed an early risers program for students in reading and computers before school • coordinated activities with early childhood providers
■ We will refine and use intervention and prevention programs that will support students and families with regard to suicide, sex and alcohol/drugs.	■ developed and implemented ninth grade health curriculum • continued peer helping program in town and began program in some villages • provided time for school counselors to meet with other professionals in planning for crisis

Other Indicators of School Performance

■ Students in the Kodiak schools have innumerable opportunities to demonstrate their abilities beyond the typical pencil and paper testing in the classroom. Our students participate in the Geography Bee, Spelling Bee, Triatholon, Presidential Academic Fitness program and Knowledge Masters program.

■ Kodiak Junior High students are assessed through our Holistic Writing Process. The Knowledge Masters team placed first in the state, placing 189 among 1551 teams nationally.

■ Kodiak High School students won first place in the Knowledge Masters state competition, placing 455 among 1705 teams nationally. Our 1992 graduates were awarded $360,000 in scholarships upon graduation.

Comments on School Performance:

Students, Parents, and Community Members

Community

■ Prepare students for part-time employment and the world of work after graduation.
- Showcase of student work is great for student self esteem.

Parent

■ The class size is too large.
- The staff is courteous and the teachers are dedicated and have a positive attitude.
- The school keeps parents informed.

Student

■ I am satisfied with the subjects offered.
- I like what I am learning.
- We need more spaces for activities.
- Teachers give too much homework.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

Communications between Home and School

Newsletter	4
Teacher Generated Letters	4
Student Newspaper	3
Telephone Calls–Teacher to Parents	4
Home Visits	3
Needs Survey	3

Parents as Supporters

Open House	4
Parent Orientation	3
Student Performances	4
Attend Award Assemblies	4
Special School Functions	4

Parents as Learners

Parent Ed Workshops	3
Informational Workshops	3
Parent/Child Workshops	3
Parenting Tips Sent Home	3
Resources for Parents to Check Out	3
Parent–Teacher Conferences	4

Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs classroom, student activities, library	4

Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group IEA, all village schools, high school, junior high school	4
Organized Parent Group elementary PTA (3), Partners in Prevention	4
District Committees curriculum com., (include textbook selection)	4

Additional Comments

Home / School activities do exist but are coordinated by classroom teachers or the building administrator.

Key
1 Never
2 Seldom
3 Some
4 Often

Annual Change in Enrollment 0.6%

Transiency Rate 27.2%

Attendance Rate 94.0%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	99.6%
2	99.2%
3	99.5%
4	99.5%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▭ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	558	93.6%
1990-91	579	94.5%
1991-92	585	95.1%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	34	5.5%
1991-92	8	1.3%

Students Excluded from Testing for Special Education or Bilingual Reasons

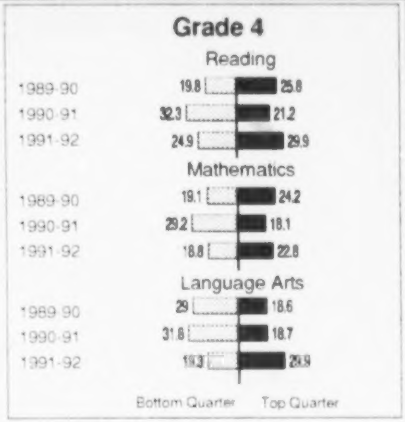
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	22	3.6%

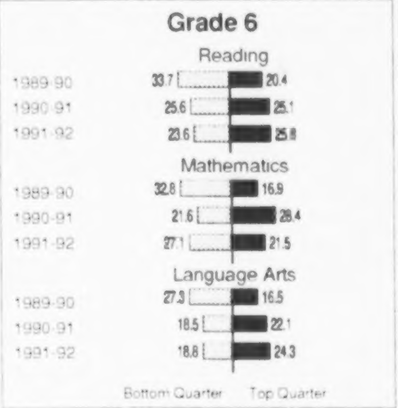
Special Education Students Tested

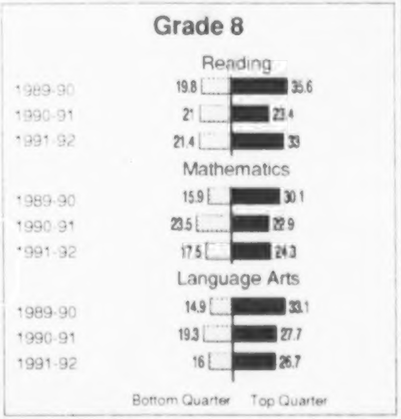
	# students	%
1989-90	72	12.9%
1990-91	65	11.2%
1991-92	64	10.4%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	83	14.9%
1990-91	86	14.9%
1991-92	27	4.4%







Kuspuk Schools

Bobette Bush, Interim Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

Kuspuk School District encompasses eight villages which are strung along the middle section of the Kuskokwim River in southwestern Alaska. Aniak is the transportation and service hub in the area and also the location of the school district's offices. The district offers a solid academic program with an emphasis on the development of the whole child. With the help of active Parent Advisory Committees in the villages, the district's staff is working to tailor programs to the needs of students. The district is also developing education programs which coordinate curriculum, instruction, resource acquisition, staff development, hiring procedures and assessment.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ All students will communicate effectively in writing by demonstrating awareness of voice, ideas, organization, word choice, sentence structure, and language conventions.	■ participate in Alaska State Writing Assessment • member of Alaska State Writing Consortium • inservice training in writing process and writing assessment • increased use of analytical writing assessment instrument by teachers in classroom • hiring instrument reflects interest in writing process training and analytical writing assessment
■ All students in grades K-3 will improve their skill in mathematics.	■ began curriculum development process for mathematics • developing objectives which clearly articulate balance between manipulatives and computation • examining materials and resources • hiring instrument reflects interest in math training

Other Indicators of School Performance

■ Yupik instruction is offered in grades kindergarten through twelve.

- Aniak High School offers a full credit high school Yupik language class.
- Kalskag, Aniak, Crooked Creek, Red Devil, Sleetmute, and Stony River offer courses delivered through the STEP/STAR satellite system.
- High school vocational education courses are offered.
- Language arts curriculum was completed last year.
- New health and computer technology curricula recently implemented.
- Mathematics curriculum is currently being developed.
- Established a Superintendent's curriculum council which is developing a mission statement.

Comments on School Performance:

Students, Parents, and Community Members

Community

■ There is dissatisfaction with communication and cooperation among the various elements of the school district.

- There is a positive view toward the various District programs and opportunities available.

Parent

■ Parents desire and are appreciative of teachers who are sensitive to the local culture and who foster positive teacher/student relationships.

- There is a desire for more native culture and native teachers.

Student

■ Students appreciate the activities that are available.

- They appreciate the use of the gymnasium.
- They want more activities, sports, and opportunities to compete with other schools.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

■ Communications between Home and School

Newsletter	3
Teacher Generated Letters	3
Student Newspaper	3
Telephone Calls–Teacher to Parents	4
Home Visits	3
Needs Survey	3

■ Parents as Supporters

Open House	3
Parent Orientation	3
Student Performances	4
Attend Award Assemblies	3
Special School Functions Halloween, Christmas, Easter and Yearend Programs	4

■ Parents as Learners

Informational Workshops	2
Parent/Child Workshops	2
Parenting Tips Sent Home	3
Resources for Parents to Check Out	2
Parent–Teacher Conferences	4
Other	Parents participate in computer workshops and Artists in School programs.

■ Parents as Teachers

School–Home Learning Activities	2
Volunteer Programs	3

■ Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	3
Organized Parent Group	2
District Committees	2

■ Additional Comments

Parents and community members volunteer in the classrooms and with extracurricular activities. Parents and community members are welcome in the school throughout the day. Various community activities and events take place in the school.

Key				
	1	Never	3	Some
	2	Seldom	4	Often

► **Annual Change in Enrollment**	-4.1%
► **Transiency Rate**	15.4%
► **Attendance Rate**	95.6%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	96.3%
2	100.0%
3	97.7%
4	95.7%
5	100.0%
6	100.0%
7	100.0%
8	93.6%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	80	86.0%
1990-91	89	89.9%
1991-92	112	96.6%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	3	3.0%
1991-92	4	3.4%

Students Excluded from Testing for Special Education or Bilingual Reasons

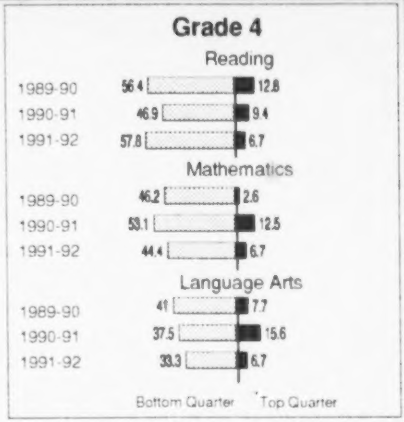
	# students	%
1989-90	n/a	
1990-91	7	7.1%
1991-92	0	0.0%

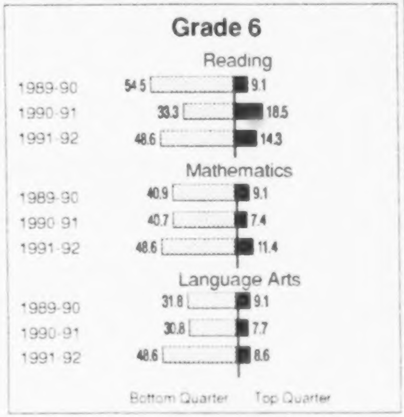
Special Education Students Tested

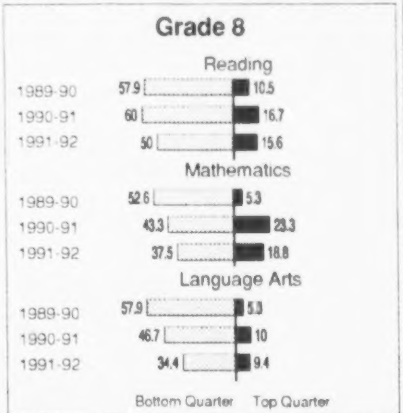
	# students	%
1989-90	4	5.0%
1990-91	7	7.9%
1991-92	14	12.1%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	27	33.8%
1990-91	16	18.0%
1991-92	4	3.4%







Lake & Peninsula Borough Schools

Frank Hill, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The Education Plan and School District Report Card are a continuance of the planning that has taken place over the past six years. The District has developed a student outcome-based curriculum in all subject areas for all grades. The final steps in this process are the goal statements relative to expected student achievement levels, utilization of technology, and increasing parental and community ownership of local schools.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ The graduating class of 1996 will exhibit a level of competence at 77% or greater in the curriculum areas of language arts, mathematics, science, and social science, as assessed by a mastery level criterion-referenced summative evaluation.	■ development and distribution of School Opinion Inventories completed • completed curriculum in language arts, social studies, mathematics, and science with learner outcomes • developed curriculum with committees of volunteers
■ Effectively utilize a wide variety of educational technologies to expand and enhance student understanding and use of appropriate application of technologies which will prepare them for the world of work.	■ established technology committee to establish the level of equipment needed • integrating technology into existing curriculums • developed plan to upgrade existing hardware in schools, and provide CD-Rom technology for school libraries • adopted Copy Right Policy • offered distance education via satellite transmission, at fourteen sites
■ Develop and implement parenting and parent support programs to improve student achievement and academic success.	■ employed counseling staff of three certificated counselors, each with case load of five schools, and student numbers well below the case load requirements for Northwest Accreditation • inservice available for improvement or enhancement of parenting skills

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■ Community members feel that they understand the mission of the school.

- They are, for the most part, satisfied with the school in their community.

Parent

■ Parents feel that teachers are doing a good job in teaching the basic subjects of language arts, math, scinece, and social studies.

- Parents believe that teachers are concerned about students as individuals.

Student

■ Students feel that, regardless of their grades, they are learning in most of their subjects.

- Some students would like their school program to better prepare them for today's economic and social problems.

Parent Involvement

■ The following parental involvement activities have been completed since the adoption of the 1991-92 Educational Plan:

- A Local School Advisory Committee has been established at each village site.
- The School Board Goals for 1992-93 were reviewed by each LSAC and community during the Spring of 1992.
- The Health and Counseling Curriculums were reviewed during the Fall of 1992. Parents, Community Members, School Board Members, Students, Administrators, and Teachers were included in the review process.
    - The revision is presently being reviewed at each Village site.
- The following surveys pertaining to parental involvement in the educational program of LPSD have been completed:
    - The Lake and Peninsula Borough Attitude Survey.
    - Parent and Community School Opinion Inventory.
    - JOM/Indian Education Needs Survey.
    - Chapter I and Chapter I-M Needs Survey.
    - LPSD Budget Survey

■ The District will utilize a form of the Model Parent Involvement Survey during the 1993-94 school year. This survey will be integrated into the existing surveys that are mandated by the various program compliance requirements.

► **Annual Change in Enrollment**	3.5%
► **Transiency Rate**	32.4%
► **Attendance Rate**	93.0%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	97.1%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter

► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	70	83.3%
1990-91	102	79.1%
1991-92	85	83.3%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	23	17.8%
1991-92	17	16.7%

Students Excluded from Testing for Special Education or Bilingual Reasons

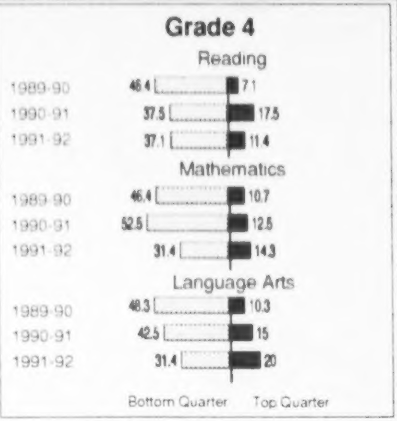
	# students	%
1989-90	n/a	
1990-91	4	3.1%
1991-92	0	0.0%

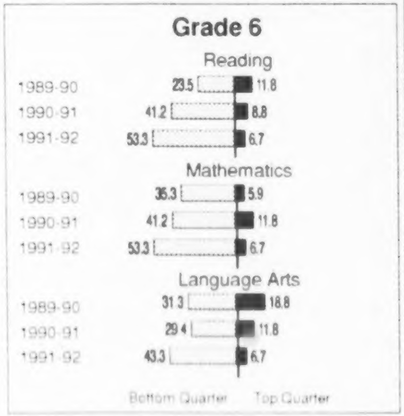
Special Education Students Tested

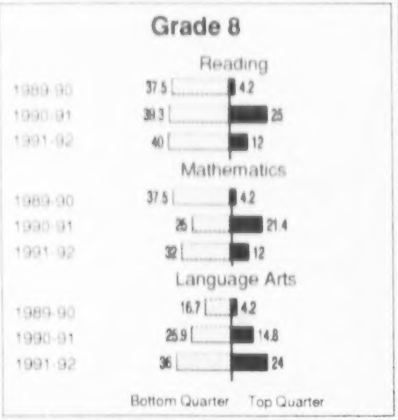
	# students	%
1989-90	2	2.9%
1990-91	11	10.8%
1991-92	3	2.9%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	44	62.9
1990-91	39	38.2
1991-92	3	2.9







Lower Kuskokwim Schools

Summary of the School District Report Card to the Public

Sue Hare, Superintendent

Superintendent's Highlights

The information in this report is meant to help us understand the level of achievement of our children. We have developed and adopted a Strategic Plan to help us focus on the quality education required for success in today's world. We are striving to meet the goals of our Strategic Plan. By working together toward common goals, we will continue to make needed improvements in our educational system.

Our schools reflect the unique cultural environment of the people of the Kuskokwim Delta. The Yup'ik First Language Program and other locally relevant courses incorporate parental and community involvement which are esential to create a shared vision of the future for our children.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ By 1997, 100% of graduates will have written a research-based report utilizing available technology and information systems.	■ revised language arts and computer curricula to include technology systems • established language arts exit expectations
■ By 1997, 50% of graduates will enter post-secondary institutions of their choice and be able to function at the freshmen level.	■ twenty-six percent of 1991-92 graduating class entered post secondary institutions
■ By 1997, all students will participate in programs that promote wellness, self-esteem, and empowerment.	■ developed programs for student involvement and empowerment. Association of Village Student Councils adopted strategic plan, August 1992
■ By 1997, 100% of parents and students will participate in the development of the student's individual achievement plan.	■ developed and distributed student planning folders

Other Indicators of School Performance

■ Standards Committee
recommends to the Board how to evaluate educational achievement

■ Bilingual Program
provides district-wide bilingual education and develops Yup'ik/Cup'ik instructional materials

■ Technology Assisted Instruction
integrates computer curriculum into the language arts curriculum

■ Distance Delivery
implements satellite education through the STAR Schools grant program

Comments on School Performance:

Students, Parents, and Community Members

■ The twenty-five schools sites returned a total of 1,314 surveys from three groups of people: parents, students, and other community members.

- Parents and others ranked basic skills and Yup'ik language as most important curricular areas. Students ranked PE, cultural activities, and Yup'ik language as most important.
- Students more than parents and other community members think that the most important job of the school is to prepare for college.
- Some of the parents and students responded that increasing teacher expectations would cause students to be more serious about school. Half of the parents and other community members believed that parent support should increase.
- Some of the parents and other community members felt that the quantity and travel opportunities were just right.

Parent Involvement

- Advisory School Boards are elected in each community to make local site-based decisions.

- Separate Parent Committees are also required by Board Policy and are actively meeting in the 13 comunities where they have been formed.

- Site Administrators completed a survey in April 1992 to report parent involvement in five separate areas: home-school communications, parents as supporters, parents as learners, parents as teachers, and parents as advisors, decision makers, and advocates. The results follow:

Communications between Home and School

Newsletter	4
Teacher Generated Letters	3
Student Newspaper	3
Telephone Calls–Teacher to Parents	4
Home Visits	3
Home-school Coordinator Activities	3
Needs Survey	3

Parents as Supporters

Open House	3
Parent Orientation	3
Student Performances	3
Attend Award Assemblies	3
Special School Functions	3

Parents as Learners

Parenting Tips Sent Home	3
Resources for Parents to Check Out	3
Parent–Teacher Conferences	4

Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs	2

Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	4
Organized Parent Group	3
District Committees	3

Key

1	Never	3	Some
2	Seldom	4	Often

▶ **Annual Change in Enrollment**	**3.6%**
▶ **Transiency Rate**	**28.6%**
▶ **Attendance Rate**	**90.8%**

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	94.5%
2	96.9%
3	98.8%
4	96.1%
5	95.4%
6	98.0%
7	89.4%
8	98.6%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▭ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	565	93.7%
1990-91	562	93.1%
1991-92	575	89.7%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	34	5.6%
1991-92	2	0.03%

Students Excluded from Testing for Special Education or Bilingual Reasons

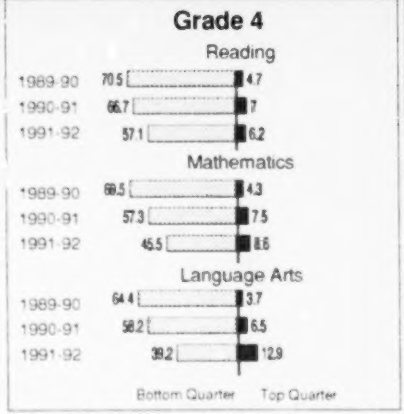
	# students	%
1989-90	n/a	
1990-91	8	1.3%
1991-92	64	10.0%

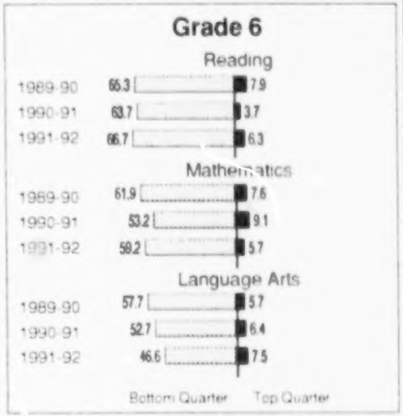
Special Education Students Tested

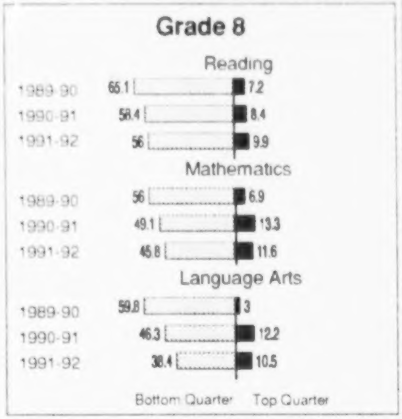
	# students	%
1989-90	30	5.3%
1990-91	49	8.7%
1991-92	29	4.5%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	428	75.8%
1990-91	439	78.1%
1991-92	248	38.7%







Lower Yukon Schools

Summary of the School District Report Card to the Public

John Gill, Superintendent

Superintendent's Highlights

During the 1991-1992 school year, the District continued to implement appropriate portions of the Strategic Plan that has taken two years to produce. We will continue to refine and improve this plan for maximum efficiency and effectiveness. The District will focus on the Mission Statement which is:

The Mission of the Lower Yukon School District is to work cooperatively with the community to insure students achieve District educational outcomes and become successful lifelong learners who value their heritage and contribute responsibly to a changing world.

The Strategic Plan will guide our actions and the use of available resources for an ongoing five-year plan.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ One hundred percent of the LYSD students will graduate having met the District's established outcomes.	■ ITBS assessments showed modest improvements in 4th and 6th grade language arts and math • exit outcomes refined and amended • absentees and tardiness decreasing • Early Leaver Committee established • home school coordinators working with teachers and principals concerning absentees • counselor contacts and referrals increased in positive manner
■ One hundred percent of the LYSD students will practice healthy life skills as defined by District outcomes.	■ counselor procedures and reporting improved • training programs self-esteem • HIV orientation sessions
■ One hundred percent of the LYSD community will be positively involved in the education of the child.	■ more open house meetings requested • parents stated they felt positive efforts made to improve parent/teacher contacts • parent and community members participation increasing
■ The District will establish outcomes for primary, middle, intermediate and secondary levels.	■ outcomes developed for language arts K-6, for math and science--primary and middle • language arts assessment program being developed • portfolio strategies and implementation underway
■ By August 1995, all sites will have adequate facilities to meet the needs of the school population and facilitate the program outcomes.	■ CIP priority plans forwarded to DOE

Other Indicators of School Performance

■ A Vision for the Future

During the period of time over 400 parents and community members were contacted to determine the needs and educational changes desired for LYSD graduates. This has resulted in increased parental involvement which is vital to the successful accomplishment of the "Mission" of the Lower Yukon School District.

Comments on School Performance:

Students, Parents, and Community Members

Parent

■ What do you like that the school is doing? improved parent involvement, survival skills (village based) program, success of school and community involvement activities, home visits, Positive Action Program, weekly newsletters/papers with events and student work

Student

■ What things do you like that the school is doing? field trips, camping trips to learn traditional survival skills, student tutoring program, more vocational education, computers, 4 block course schedule, and student council

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

Communications between Home and School

Newsletter	4
Teacher Generated Letters	2
Student Newspaper	4
Telephone Calls–Teacher to Parents	2
Home Visits	3
Home-school Coordinator Activities	3
Needs Survey	3

Parents as Supporters

Open House	3
Parent Orientation	2
Student Performances	3
Attend Award Assemblies	3
Special School Functions	3

Parents as Learners

Parent Ed Workshops	3
Informational Workshops	2
Parent/Child Workshops	2
Parenting Tips Sent Home	4
Resources for Parents to Check Out	2
Parent–Teacher Conferences	3

Parents as Teachers

School–Home Learning Activities	2
Volunteer Programs	3

Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	2
Organized Parent Group	2
District Committees	2

Key

1	Never
2	Seldom
3	Some
4	Often

Annual Change in Enrollment	3.0%
Transiency Rate	3.3%
Attendance Rate	95.0%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

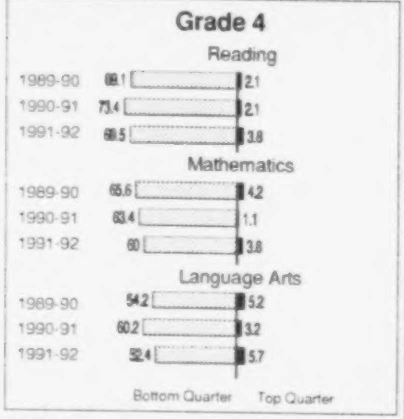
Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	99.0%

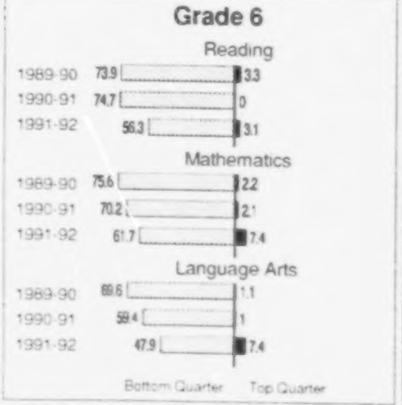
Standardized Test Results

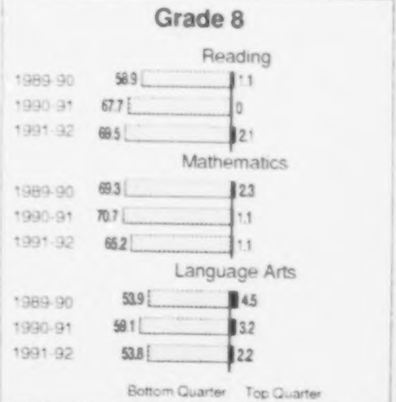
Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▭ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.







Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	281	93.7
1990-91	284	97.9
1991-92	296	94.6

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

	# students	%
1989-90	n/a	
1990-91	6	2.1%
1991-92	17	5.4%

Special Education Students Tested

	# students	%
1989-90	18	6.4%
1990-91	45	15.8%
1991-92	36	11.5%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	270	96.1%
1990-91	275	96.8%
1991-92	227	72.5%

Matanuska-Susitna Borough Schools

Ell Sorenson, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

We are very proud of the student achievement in our District. We are equally proud of the efforts being made by all staff members to make certain our students are given the best possible education. All of our reform measures are focused on the culminating outcomes our students are able to demonstrate as they complete elementary, middle and high school. We are making an heroic effort to engage all of our students in important learning.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ The District will promote positive pupil/teacher ratios and proven programs which are directly focused on reducing the number of students who are at risk.	■ with small increase in instructional unit value, unable to maintain existing pupil/teacher ratio • continue support of successful alternative school options • promote involvement of community
■ The District will build a research-based curriculum which is designed to promote student achievement and self-esteem.	■ adopted and published exit outcomes for all learners • developed draft course and grade level outcomes • piloting assessments aligned with outcomes • established strategic action plans to address research based practices • provided staff development
■ The District will exert the effort needed to house students in uncrowded, well-built, and well-maintained schools.	■ placed new schools on 6 year plan • worked with assembly to build long term vision for educational facility needs • unable to change HB37 or pass bond without certainty of State reimbursement
■ The District will promote good public relations through improved communications with all segments of our communities.	■ surveyed community regarding school operations • publish "Board Briefs" • working to improve quality of communication system • unable to focus financial resources on this effort, due to budget priorities

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

■ In general, how would you rate the schools of the Mat-Su School District?

	student %	parents %	community %
excellent	9.07	18.10	13.26
adequate	55.55	59.91	53.57

■ In general, how would you characterize teaching in the Mat-Su Schools?

	students %	parents %	community %
excellent	14.28	24.24	20.40
adequate	57.14	54.41	40.81

■ Please indicate whether you feel that all students should be expected to demonstrate specific skills or outcome necessary for future success before graduating from our schools?

	student %	parents %	community %
strongly support	29.25	48.92	57.65
support	32.65	32.43	22.95

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

- Communications between Home and School

Newsletter	4
Teacher Generated Letters	4
Student Newspaper	3
Telephone Calls–Teacher to Parents	4
Home Visits	2
Home-school Coordinator Activities	1
Needs Survey	3

- Parents as Supporters

Open House	3
Parent Orientation	3
Student Performances	4
Attend Award Assemblies	4
Special School Functions	4

- Parents as Learners

Parent Ed Workshops	3
Informational Workshops	3
Parent/Child Workshops	2
Parenting Tips Sent Home	3
Resources for Parents to Check Out	3
Parent–Teacher Conferences	4

- Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs	4

- Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	3
Organized Parent Group	4
District Committees	3

Key

1	Never
2	Seldom
3	Some
4	Often

▶ **Annual Change in Enrollment** 3.9%

▶ **Transiency Rate** 14.1%

▶ **Attendance Rate** 91.4%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	96.8%
2	98.6%
3	98.7%
4	99.5%
5	99.3%
6	99.9%
7	98.6%
8	98.4%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▭ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	2081	95.2%
1990-91	2261	95.0%
1991-92	2406	92.3%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	92	3.9%
1991-92	152	5.8%

Students Excluded from Testing for Special Education or Bilingual Reasons

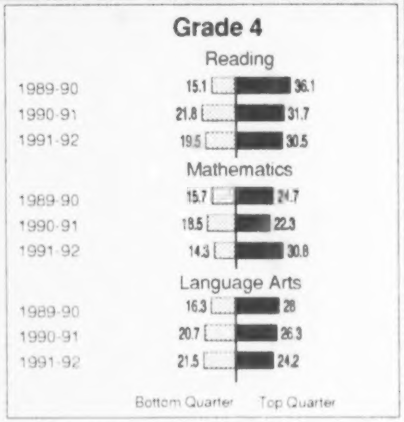
	# students	%
1989-90	n/a	
1990-91	26	1.0%
1991-92	49	1.9%

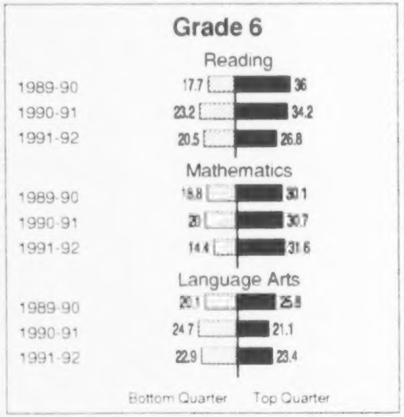
Special Education Students Tested

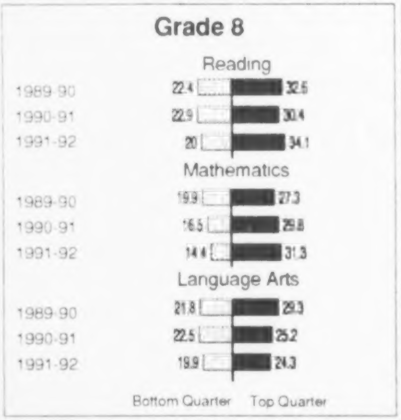
	# students	%
1989-90	102	4.9%
1990-91	95	4.2%
1991-92	83	3.2%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	55	2.6%
1990-91	92	4.1%
1991-92	41	1.6%



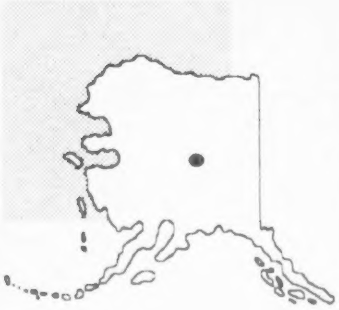




Nenana City Schools

Pamela VanWechel, Superintendent

Summary of the School District Report Card to the Public



Superintendent's Highlights

The students and staff are enjoying a re-awakening as the school slowly recovers from economic "hard times." This is a period of growth and a time for rebuilding and expansion of educational programs. Parents, students, staff, and the community are slowly learning to plan and work together to put a priority on the outcome of the educational process. Goal-setting activities have helped us to recognize that the school is more than a place to work. We are more willing to be accountable for the quality of service provided at school. The community has come to recognize that learning is a very important process for all. Education is deserving of our attention and collective community support.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Improve the quality of instruction through effective teacher recruitment, supervision, and staff assignment.	■ staffing improved • programs and services expanded
■ Encourage positive change in all areas of the school program by creating an environment for visionaries.	■ gifted and talented committee continues to meet • appropriate grants obtained and utilized • early identification of needs is a priority • business communications class is successful
■ Improve the school climate, assuring that each student and staff member feels welcome, necessary, and a valued part of the school.	■ placement of students in jobs • involved parents in N.I.T. • senior citizens work at ballgames • music concert and community Thanksgiving lunch
■ Provide new programs and new ideas for the "total school improvement" effort in Nenana.	■ parent advisory committee very active • contacts for native storytelling • interpreter provided for second language parents • RSVP program in place • basic skills addressed daily
■ Take control of a variety of administrative activities and situations which have been "out of control."	■ continued goal in 1992-93 Education Plan
■ Ensure accountability in all areas of the district and demonstrate outcomes of the accountability.	■ continued goal in 1992-93 Education Plan
■ Encourage the entire community to raise expectations for the school and for the students, and teach everyone to set realistic goals for improvements.	■ class meetings for all teachers available at night • issues meeting with high school • middle school field trips

Other Indicators of School Performance

■ programs presented in classroom, music enrichment and physical education classes are available through subject area specialists
- foreign languages taught via distance delivery
- advanced courses available through special arrangement
- media specialist on staff
- counseling services available

Comments on School Performance:
Students, Parents, and Community Members

Community

■ New staff members are nice people.
- People communicate; they get involved and spirit is up.
- We support the idea of bringing students in from other villages.

Parent

■ We like what is happening in the Middle School.
- Staffing has improved and service is better.
- Discipline of students has improved at school.

Student

■ Teachers are available to help the individual.
- We feel a sense of belonging because people care.
- We have pride in the school.

Parent Involvement

- Extensive goal-setting and the evaluation of goals has been accomplished at all levels. Goal-setting has been a difficult challenge for the Board in past years, but improvement was apparent in 1992. Realistic, broad-based goals were set. The Board will utilize their goals to evaluate the programs, the Superintendent, and the effectiveness of the Board.

- Teachers were instructed on goal-setting procedures during teacher orientation and each staff member wrote personal goals in conjunction with the school-wide goal-setting. Evaluation of progress with staff is done midyear on a written form, through individual conferences, and in a group setting during program planning for the future.

- Students are also taught to set goals and the strategy for goal attainment. Secondary students successfully set goals and evaluated themselves favorably at the end of the first semester. Further work regarding accountability for our goals is a continuing need for students as they learn to take on responsibility for improvements at school.

- The process of goal-setting allowed students, staff, and the community to share information. School sponsored community gatherings, staff meetings, parent conferences, and School Board meetings are a few of the avenues utilized to share important planning information. Through this sharing, general directions were set and specific strategies were developed by the Superintendent and her staff.

► **Annual Change in Enrollment**	**4.3%**
► **Transiency Rate**	**18.4%**
► **Attendance Rate**	**92.4%**

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	92.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter

► Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	44	93 6%
1990-91	32	88 9%
1991-92	41	95 3%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	1	2 8%
1991-92	0	0 0%

Students Excluded from Testing for Special Education or Bilingual Reasons

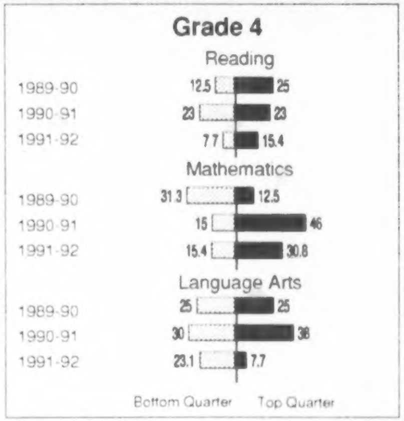
	# students	%
1989-90	n/a	
1990-91	3	8 3%
1991-92	2	4 7%

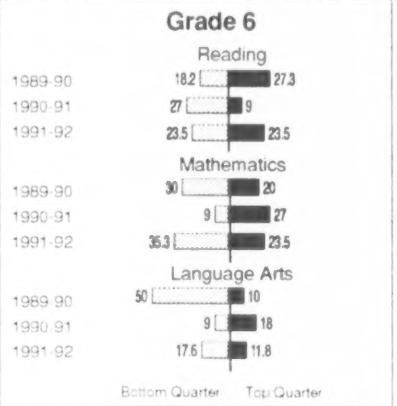
Special Education Students Tested

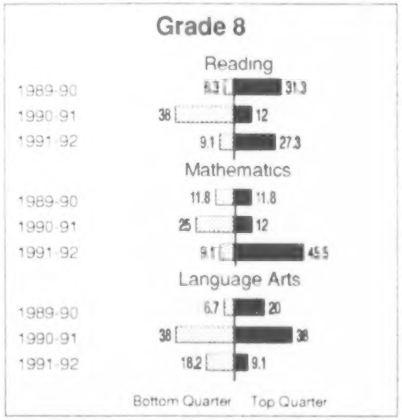
	# students	%
1989-90	0	0 0%
1990-91	1	3 1%
1991-92	6	14 0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	0	0 0%
1990-91	2	6 3%
1991-92	2	4 7%







Nome City Schools

Summary of the School District Report Card to the Public

Robert Kinna, Superintendent

Superintendent's Highlights

Alaska 2000 will be a basis for program development in the Nome School District. A new emphasis has been added to the Early Childhood Program that boasts a teacher/student ratio in the primary grades of 1:15. At Nome Beltz High School, a school within a school concept is in place for grades seven and eight. These Junior High grades are kept separate from the nine-twelve students.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Every student will be achieving at grade level by the end of each school year.	■ six hundred thirty-five students took ITBS, May 1992 • four hundred ninety-nine at grade level or higher (about 79%) • twenty-three students were off-grade tested • thirteen students absent
■ Every student will have a yearly school attendance rate of 95%.	■ average attendance rate for grades K-6, 93% and grades 7-12, 94%
■ By June 1992, a comprehensive plan for the improvement of building libraries will be ready for Board adoption (i.e., linking libraries updated material and technology).	■ full plan not completed but as result of committee work, full-time media specialist hired for elementary library • high school library completely remodeled • linking libraries yet to be done
■ By June 1992, a districtwide technology committee will have for Board approval a framework for ongoing technology acquisition and use.	■ committee did not complete plan, but did participate in all technology decisions • e-mail being installed throughout district • committee work ongoing
■ Each student will graduate from high school with competencies to find and keep an entry level job in his/her field of choice or to pursue a post-high school position.	■ goal not measurable with existing tracking methods
■ Strive to inculcate in the Nome Community the need for a Middle School facility so that within these years (1994), by popular demand, a bond issue election vote will be called.	■ established school within school, for seventh and eighth grade students • work continues on goal

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■ Students appear to have sufficient homework to promote achievement in their courses.
- It is easy to get an appointment to see a teacher or administrator.
- School personnel actively involve the community in the school to help meet student needs.

Parent

■ Parents agree the school is helping students to cope with a changing society.
- Parents agree the school is doing a good job in teaching the basic subjects.
- The school's priorities for expenditure of funds are well thought out.

Student

■ Students stated they did not use the library to complete their schoolwork.
- Students believe their teachers are competent and willing to help them learn.

Parent Involvement

■ A parent involvement survey was conducted and the following comments were reflected. Results of this survey are available from the School District.

■ 62.5% of parents indicated they frequently helped with their children's learning, by providing quiet study time and helping with homework.

■ 56.25% of parents said they frequently supported school activities, mainly through athletic events and student performances.

■ 50% indicated the school frequently communicated with them, with newsletters being the most common form of communication.

■ 50% indicated they did not participate in any parent groups.

► **Annual Change in Enrollment** -6.3%

► **Transiency Rate** 21.9%

► **Attendance Rate** 93.5%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	98.6%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	98.3%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.

► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	151	95.6%
1990-91	165	93.2%
1991-92	126	78.3%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	1	0.6%
1991-92	12	14.3%

Students Excluded from Testing for Special Education or Bilingual Reasons

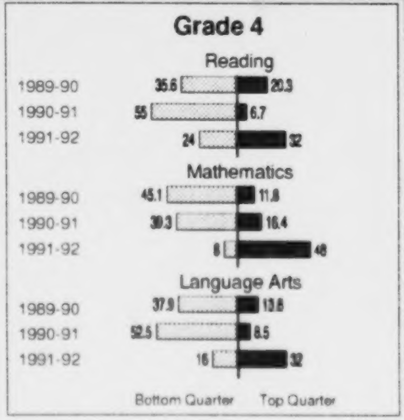
	# students	%
1989-90	n/a	
1990-91	11	6.2%
1991-92	23	7.5%

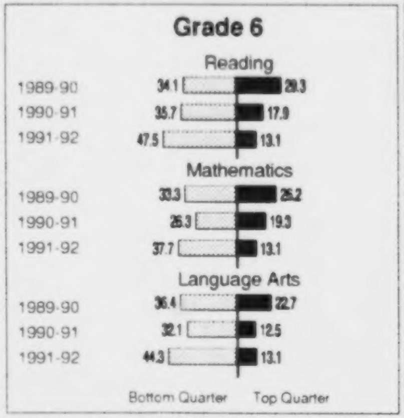
Special Education Students Tested

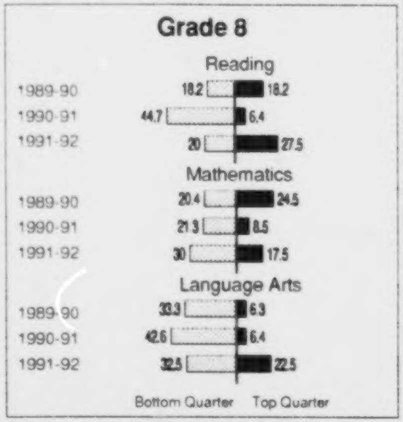
	# students	%
1989-90	4	2.6%
1990-91	9	5.5%
1991-92	10	6.2%

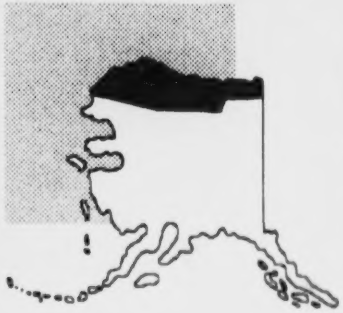
Bilingual/Bicultural Students Tested

	# students	%
1989-90	14	9.3%
1990-91	13	7.9%
1991-92	4	2.5%









North Slope Borough Schools

Summary of the School District Report Card to the Public

Patsy Aamodt, Superintendent

Superintendent's Highlights

We are very proud to be the first district in the state to have two-way interactive video to all schools. This compressed video system is used to teach math, health, and art classes to high school students. It is also used for conferencing and inservicing. Five teachers are on special assignment to develop goals, objectives, and competencies for both our regular and Inupiat curriculum.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ To improve our students' understanding of Inupiaq culture, heritage and language.	■ certified Inupiat language and culture teachers in each school and conduct classes at all grade levels every day
■ To use technology to improve all students' access to a comprehensive curriculum and high quality instruction. The purpose is to establish equity of course offerings and a more challenging and exciting educational program.	**■ two-way interactive video used in all schools to teach algebra I, algebra II, art, and health to high school students • Star Schools programming utilized • all schools have complete computer labs**
■ Increase the number of well-qualified certified Native teachers employed by the District.	■ high school graduates encouraged to go to college to become teachers • student progress tracked • students provided summer employment • 8 employees and 3 others participating in X-CED program

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■ Community members would like the Inupiat language and culture to continue.
- Community members would like to see an expanded and more challenging curriculum.

Parent

■ Parents appreciate the compressed video classes for the high school.
- Parents like the ECE program.
- Parents would like the Inupiat language and culture classes to continue and improve.

Student

■ Students like the distance delivery classes.
- Students want to learn more about their culture.
- Students would like to have a more extensive extracurricular program.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

■ Communications between Home and School

Newsletter	3
Teacher Generated Letters	3
Student Newspaper	4
Telephone Calls–Teacher to Parents	4
Home Visits	3
Home-school Coordinator Activities	4
Needs Survey	4
Other .... Home visits by principal	

■ Parents as Supporters

Open House	3
Parent Orientation	3
Student Performances	3
Attend Award Assemblies	3
Special School Functions Carnivals, Potlucks, Sports, Mock Trial, extracurricular dances, Feasts	4

■ Parents as Learners

Parent Ed Workshops	2
Informational Workshops	2
Parent/Child Workshops	2
Parenting Tips Sent Home	3
Resources for Parents to Check Out	3
Parent–Teacher Conferences	4
Other .... Inservices, Elders in the school	

■ Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs	2
Other .... Community Education	

■ Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	4
Organized Parent Group	3
District Committees	3

■ Other Comments

Home school facilities in each school

Key				
	1	Never	3	Some
	2	Seldom	4	Often

- **Annual Change in Enrollment** 2.9%
- **Transiency Rate** 3.0%
- **Attendance Rate** 91.4%
- **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	98.1%
2	99.4%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	99.1%
8	98.9%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	271	90.3%
1990-91	292	93.2%
1991-92	315	92.9%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	12	3.8%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

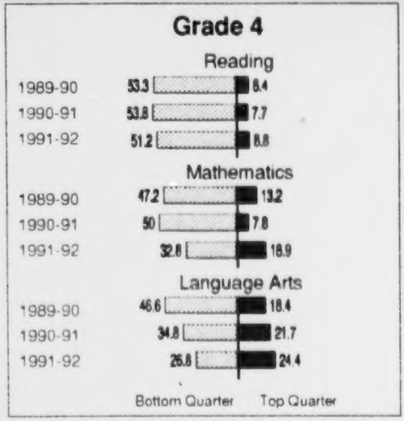
	# students	%
1989-90	n/a	
1990-91	10	3.2%
1991-92	24	7.1%

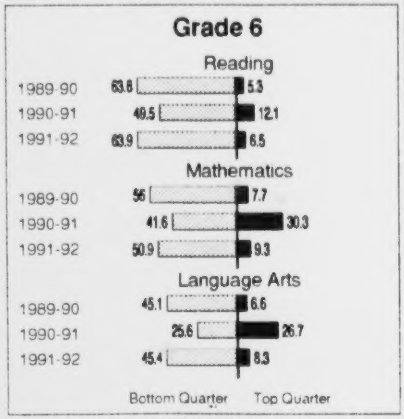
Special Education Students Tested

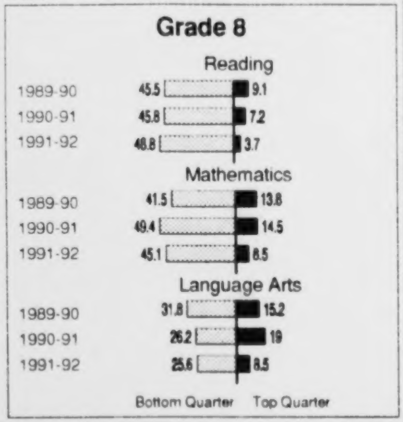
	# students	%
1989-90	26	9.6%
1990-91	23	7.9%
1991-92	22	6.5%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	192	70.8%
1990-91	222	76.0%
1991-92	173	51.0%







Northwest Arctic Borough Schools

Ed Gonion, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

Northwest Arctic Borough School District's plan continues to focus on improving academic achievement by improving communication in all aspects of the organization, by setting clear standards of accountability for staff and students, by increasing parental involvement, by implementing accelerated learning methods in the bilingual program, and by starting to revise the curriculum in term of outcome-based educational goals.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Develop and implement a comprehensive communication network.	■ district newsletter "Perspectives" published bi-monthly • newspaper dedicated one page for district in each publication • athletic events announced regularly on KOTZ radio • academic events promoted • Board held hearings at each site in spring to hear concerns
■ Establish higher standards and raise expectations of students and staff regarding attendance, academic achievement, and progressional performance.	■ Board adopted revised attendance policy, and approved additional inservices • mathematics committee started work • fewer students in bottom quartile
■ To increase parent involvement.	■ parents positive toward schools and number of contacts made either by teachers or principals • more parents visited schools and were supportive
■ To improve the effectiveness of bilingual and bicultural education.	■ district-wide inservice • bilingual instructors participated in bicultural conference • primary instructors continued to work with new integrated curriculum • bilingual instructors at higher levels used teaching techniques they studied
■ To develop and implement a more comprehensive career education curriculum.	■ offered career course with STAR school program • vocational education committee started evaluation process • Alaska Career Information System (AKCIS) available • alternative school in Kotzebue hired job coach

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■ Members of our communities believe that schools are doing O.K.
- School programs meet the needs of most students.
- School facilities are too small, and communication between school and community needs to be improved.

Parent

■ Parents believe that schools are doing O.K.
- Teachers, they believe, do a good job.
- They said communications could be improved.

Student

■ Teachers and principals are caring, well qualified and helpful.
- Students are satisfied with their activities.
- They would like to see their counselors more often at their site.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

Communications between Home and School

Newsletter	3
Teacher Generated Letters	3
Student Newspaper	3
Telephone Calls–Teacher to Parents	4
Home Visits	3
Home-school Coordinator Activities	4
Needs Survey	3
Other .... telephone contacts, CB radio bulletins	

Parents as Supporters

Open House	3
Parent Orientation	3
Student Performances	3
Attend Award Assemblies	3
Special School Functions	4
Other .... Inupiaq days, supervising after-school activities	

Parents as Learners

Parent Ed Workshops	3
Informational Workshops	3
Parent/Child Workshops	3
Parenting Tips Sent Home	4
Resources for Parents to Check Out	3
Parent–Teacher Conferences	4
Other .... parenting newsletter, parent-advisor-senior career planning	

Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs	4
Other .... native arts and crafts	

Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	4
Organized Parent Group	1
District Committees	4
Other .... PAC committees	

Key				
	1	Never	3	Some
	2	Seldom	4	Often

Annual Change in Enrollment 6.7%

Transiency Rate 14.3%

Attendance Rate 91.4%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	91.7%
2	95.1%
3	94.6%
4	95.3%
5	94.6%
6	96.9%
7	92.9%
8	95.7%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	347	94.6%
1990-91	328	91.1%
1991-92	358	91.3%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	28	7.8%
1991-92	29	7.4%

Students Excluded from Testing for Special Education or Bilingual Reasons

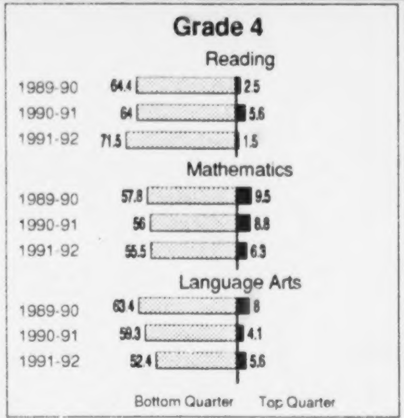
	# students	%
1989-90	n/a	
1990-91	4	1.2%
1991-92	5	1.3%

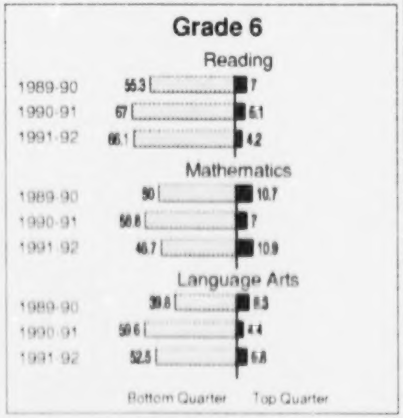
Special Education Students Tested

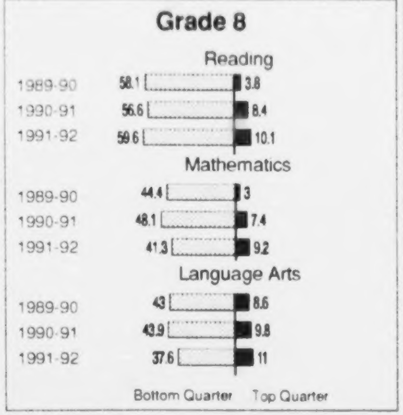
	# students	%
1989-90	50	14.4%
1990-91	37	11.3%
1991-92	17	4.3%

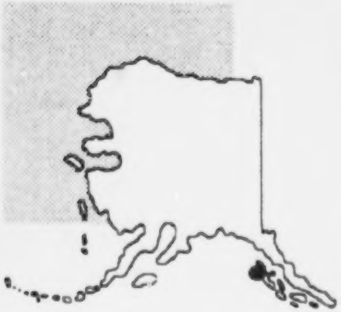
Bilingual/Bicultural Students Tested

	# students	%
1989-90	171	49.3%
1990-91	270	82.3%
1991-92	159	40.6%









Pelican City Schools

Bill Borofka, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

Annual board goals set the tone and framework for continuous improvement of the Pelican School program. The superintendent views the integration of district goals with Alaska 2000 goals as an important factor in the education planning for the district. The school district values a continued emphasis on collaborative planning among staff, Board, and parents in providing an appropriate program that meets the needs of Pelican students.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Develop and implement a plan to improve communications among staff, parents, students and community through the 1992-93 school year.	■ parent/community survey- approximately 70% indicated improvement and continuing emphasis placed on communication within district and community
■ Identify and implement alternative means for providing expanded and enriched educational opportunities for students, staff, Board, and community.	■ Migrant/Chapter I - evaluation results: reading and math objectives met, with students improving skills • participated in professional development workshops • participated in STEP/Star satellite delivery coursework • out of district training to all teachers
■ Improve school attendance.	■ quarterly average of 55% of students absent/tardy fewer than five times
■ Parent participation in school activities will be increased.	■ 70% participation in grade level meetings • survey indicated desire for more grade level meetings and community/school activities
■ Each staff member will develop a positive discipline management plan for his/her classroom, and, as a group, the staff will revise and implement a positive school-wide behavior management plan.	■ classroom plans completed by teachers • school-wide rules, consequences, and guidelines revised • observations taken from surveys indicated discipline as whole improved over past year

Other Indicators of School Performance

■ 8:1 student teacher ratio

■ 85% + K-6 student participation in Summer Enrichment Program

Comments on School Performance:

Students, Parents, and Community Members

Community

■ The district is doing especially well in computers and satellite delivery coursework and inservice, migrant education and summer school.
- Community indicated a need to target higher academic standards, accelerated learning opportunities, life skills and training for work careers.

Parent

■ Parents felt that communication has improved.
- Parents felt there is a need to emphasize higher academic standards at upper grade levels.

Student

■ Students felt school activities matched their personal interests.
- Students like the concern the staff shows for student learning.
- Students felt that the community is proud of the school.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

Communications between Home and School

Newsletter	4
Teacher Generated Letters	3
Telephone Calls–Teacher to Parents	3
Home-school Coordinator Activities	4
Needs Survey	3

Parents as Supporters

Open House	3
Parent Orientation	3
Student Performances	4
Attend Award Assemblies	4
Special School Functions	4

Radio Play - Parent/student assembly, Christmas Bazaar, Health Fair, Adult Compufer Night

Parents as Learners

Parent Ed Workshops	4
Parenting Skills and Family Problem Solving	
Informational Workshops	4
Whole Language, STEP/STARS	
Parenting Tips Sent Home	4
School Newsletter	
Resources for Parents to Check Out	4
Parent–Teacher Conferences	3

Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs	4

computers/library, athletics, student activities, and pre-school

Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	3
District Committees	3

Additional Comments

PAC participates in needs assessments, writing regular and summer school grants and evaluations of programs.

Key			
1	Never	3	Some
2	Seldom	4	Often

Annual Change in Enrollment -4.3%

Transiency Rate 14.8%

Attendance Rate 90.6%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

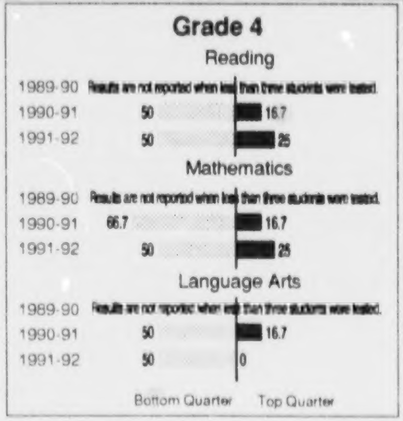
Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	no students enrolled
7	100.0%
8	100.0%

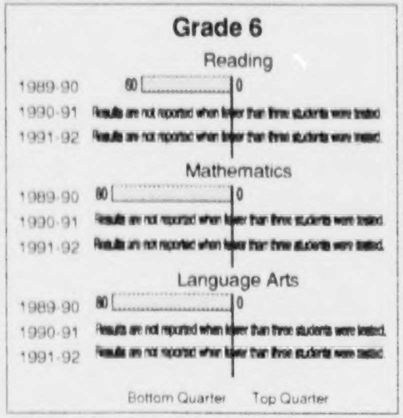
Standardized Test Results

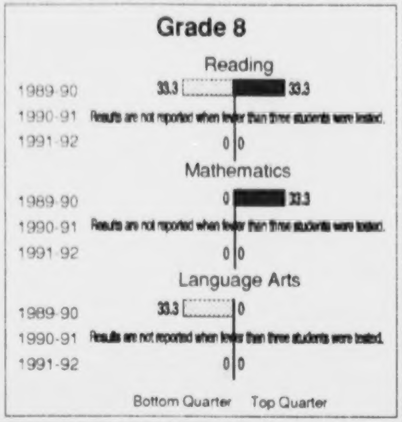
Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

☐ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.







Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	9	69.2%
1990-91	9	90.0%
1991-92	7	87.5%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	1	10.0%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	1	12.5%

Special Education Students Tested

	# students	%
1989-90	1	11.1%
1990-91	2	22.2%
1991-92	0	0.0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	1	11.1%
1990-91	0	0.0%
1991-92	0	0.0%

Petersburg City Schools

Mary Francis, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

School district activities in 1991-92 were focused on the planning that relates to board goals, this year we are doing. Our education plan addresses heightened expectations for all students, enhanced communication with our publics, quality professional development, and attention to the complex factors surrounding students at risk of not being successful learners. Our community is very supportive of its schools and works with us to find solutions to the more thorny problems.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Establish high educational expectations for all students.	■ action plans developed by representative committee • Board approved action plans; plans being implemented • Board reviewed policies supporting goal
■ Improve two-way communications between the Board, staff, students, and community.	■ survey developed, administrated; reviewed by Board, administration, staff • additional Board work sessions held • action plans developed, approved and being implemented
■ Establish an annual planning process for the District.	■ discontinued as goal due to successful accomplishment
■ Link high quality professional staff development programs to Board goals.	■ each board goal action plan has staff development component • added funds to FY '93 budget for staff development • increased number of development days from 4 to 5
■ Identify the needs of at-risk students and develop an appropriate program utilizing school district and community resources.	■ needs identified • action plans developed by broad-based community committee • staff attended at-risk conference

Other Indicators of School Performance

■ consistent above average performance on ITBS
- high school selected for Excellence in Education under the National Secondary School Recognition Program
- strong local fiscal support (scholarships, local contribution)
- highly trained and stable staff
- small class sizes, excellent elective variety (surveying, aquaculture, marine fabrication)
- Redbook award to high school as one of the 140 best schools in America
- low drop out rate, vandalism nil, 70% of graduates attend post secondary schools
- large participation in student activities

Comments on School Performance:

Students, Parents, and Community Members

■ Students, teachers, and parents/community members were asked to rank the schools' performance in four major areas: 1) the quality of instruction, 2) the curriculum, 3) the school atmosphere, and 4) the schools' interest in parent opinions. A majority of respondents scored all the schools between 4 and 5 on a 5 point scale (where 5 is the highest ranking) in each of the four areas.

The survey asked how to balance academic instruction and activities participation. Respondents felt that both were important; however, over half favored a stronger emphasis on academics.

There were a wide variety of suggestions made, the most numerous of which concerned curriculum and instruction. The schools were asked to set high standards and to provide challenges and variety in the areas of college preparation, vocational training, and life skills.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

Communications between Home and School

Newsletter	4
Teacher Generated Letters	4
Student Newspaper	3
Telephone Calls–Teacher to Parents	4
Home Visits	2
Home-school Coordinator Activities	3
Needs Survey	2
Other ... started needs survey this year, weekly grade checks sent if parents request, mid-quarter grades sent to all parents	

Parents as Supporters

Open House	3
Parent Orientation	3
Student Performances	3
Attend Award Assemblies	3
Special School Functions seaweek, field day, activities nights, pep assemblies, Operation Graduation	3

Parents as Learners

Parent Ed Workshops	3
Informational Workshops open house, Chapt I, Migrant, 9th grade orientation	3
Parent/Child Workshops	2
Parenting Tips Sent Home	3
Resources for Parents to Check Out	2
Parent–Teacher Conferences	4

Parents as Teachers

School–Home Learning Activities	2
Volunteer Programs classrooms, fundraising	3

Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	4
Organized Parent Group	2
District Committees	4
Other .... PAC committees	

	1	Never	3	Some
Key	2	Seldom	4	Often

Annual Change in Enrollment	**0.1%**
Transiency Rate	**8.2%**
Attendance Rate	**93.7%**

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	156	98.1%
1990-91	150	98.6%
1991-92	156	98.7%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	1	0.7%
1991-92	1	0.6%

Students Excluded from Testing for Special Education or Bilingual Reasons

	# students	%
1989-90	n/a	
1990-91	1	0.7%
1991-92	1	0.6%

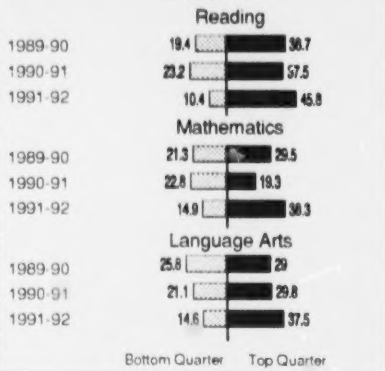
Special Education Students Tested

	# students	%
1989-90	17	10.9%
1990-91	15	10.0%
1991-92	11	7.0%

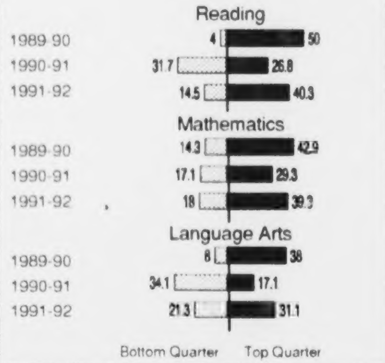
Bilingual/Bicultural Students Tested

	# students	%
1989-90	4	2.6%
1990-91	1	0.7%
1991-92	0	0.0%

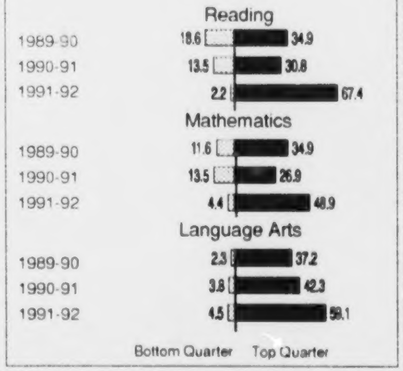
Grade 4

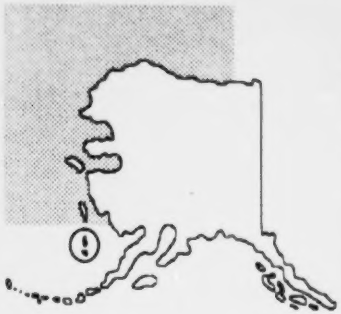


Grade 6



Grade 8





Pribilof Schools

Mark Shellinger, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The 1992-93 school year has been a time of change for the schools in the Pribilof Islands. A new superintendent and a new community focus caused major changes in the schools on both islands.

It has been exciting being a part of these changes in the Pribilof Islands. The success of these changes is easily seen in the high grade the parents give the schools today. Tomorrow the success will be seen in higher academic achievement, improved test scores, and healthier communities.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Each student will improve his/her academic achievement.	■ implemented reading recovery program • extended school day by one hour • added general music, band, physical education, library, and counseling programs • expanded vocational education program • new report cards, established regular parent/teacher conference dates • expanded inservice offerings • adopted Visual Math Program • integrated all special education services within regular classroom
■ Each student who leaves the Pribilof School District to attend High School will graduate. (St. Paul Island School has grades K-10 and St. George School has grades K-8).	■ providing more support for students by providing tutors, counseling support, and incentive progam • more home contact for students in boarding homes • established summer preparation program
■ Students' social and emotional growth will be improved through a counseling program.	■ counselors hired for both schools and work collaboratively with other agencies • K-10 substance abuse program • after-school activities expanded

Other Indicators of School Performance

■ The following major changes are ongoing:

- an expanded Aleut language and culture program integrated with the regular curriculum
- monthly visiting artists
- comprehensive language arts, science, and math
- expansion of vocational education, community education and parent involvement
- a total restructuring of the secondary school program incorporating team teaching, cross curricular lessons, ninety minute class periods, expansion of electives and after-school programs
- a counseling program incorporating K-10 substance abuse prevention, decision making, and life skills units
- higher academic expectations
- staff, student, and parent involvement in decision making

Comments on School Performance:

Students, Parents, and Community Members

Community

■ The school is a better place for kids this year.

- Continue expanding programs and involving the community.
- Continue expanding vocational education.

Parent

■ 100% said, *Yes, I feel welcome when I come to the school.*

- 100% said, *Yes, the staff listens to my concerns.*
- 80% said, *Yes, I am involved in the school.*
- 87% said, *Yes, I attend most school functions.*
- 100% said, *Yes, my child's teacher keeps me well informed.*

Student

■ I like school.

- Thanks for the new classes.
- I like my teacher.

Parent Involvement

- A survey conducted during parent-teacher conferences showed that over 80% of the parents feel that they are involved in the schools and an amazing 100% say that the staff provided them with opportunities for involvement.

- Although pleased with this response, the School Board and staff endeavor to more meaningfully involve parents in the schools. Each staff member is making an effort to extend what happens in class each day into the home with activities and programs that involve the family. The staff and Board are providing forums throughout the year to actively involve parents in decision making within the schools. The parent volunteer program in the schools has been expanded.

- School counselors on both islands are providing services for families this year and are planning parenting education programs that will be started during the 1993-94 school year.

- The Board has added advisory members, a student and a parent, to participate in meetings throughout the year. The Board has also established a task force of parents to explore expansion of the secondary program on both islands.

- The people of the Pribilof Islands value their children and their education. The Board is committed to actively involving families with the schools.

▶ **Annual Change in Enrollment** 0.0%

▶ **Transiency Rate** 5.7%

▶ **Attendance Rate** 94.4%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	91.7%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	38	100.0%
1990-91	42	100.0%
1991-92	34	89.5%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	3	7.9%

Students Excluded from Testing for Special Education or Bilingual Reasons

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	1	2.6%

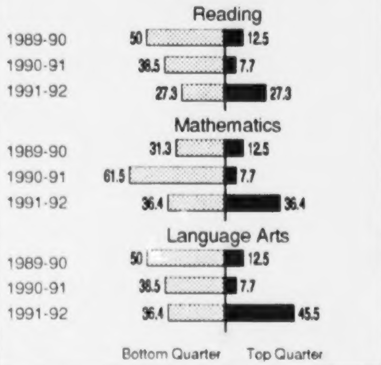
Special Education Students Tested

	# students	%
1989-90	8	21.1%
1990-91	9	21.4%
1991-92	3	7.9%

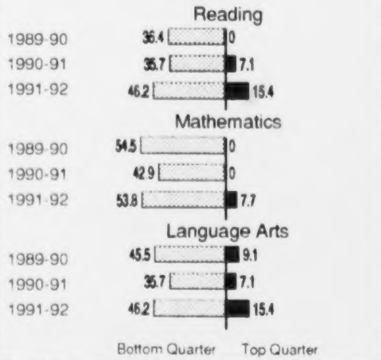
Bilingual/Bicultural Students Tested

	# students	%
1989-90	0	0.0%
1990-91	37	88.1%
1991-92	32	84.2%

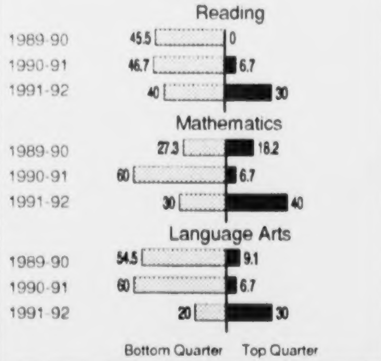
Grade 4



Grade 6



Grade 8



Saint Mary's School District

Summary of the School District Report Card to the Public

Dave Lloyd, Superintendent

Superintendent's Highlights

The Board has worked since its creation, in 1969, to integrate Yup'ik ways into the educational experiences of the children. There is a strong commitment to supporting and nurturing the Yup'ik language and culture as an integral part of the school program. The philosophy of the District is to provide the most beneficial and profitable education program possible. The district prepares students to cope with the challenges of a continually changing community and world. The school promotes the development of well-rounded students, intellectually, emotionally, physically, spiritually, and culturally.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Parents and students will become motivated to place a high emphasis on the importance of education. Higher student achievement will be the result.	■ parent-teacher association not formed to date • parental participation in parent-school host program • plan to continue activity • community inservice training for adults regarding curriculum
■ Reading achievement will be increased at all grade levels. The reading achievement will result in significant gains across the curriculum.	■ teachers received inservice in reading instruction from company • teachers are more aware of early reading problems and quicker to detect those with such problems • books available, librarian hosted book fair • promoting parent-child reading program
■ Increase awareness of drug and alcohol related problems. Increased emphasis will result in the decrease of undesirable drug and alcohol influences on learning.	■ K-12 curriculum in place

Other Indicators of School Performance

■ additional school programs
- student council
- elementary and high school basketball
- book fairs
- native youth olympics
- Close-up programs
- science fair
- Alaska Federation of Natives
- native youth academics
- school crafts fair
- scholarships and awards
- student of the month/quarter/year
- yearly awards night
- Hugh O'Brien leadership conference
- Chevak cultural trip

Comments on School Performance:

Students, Parents, and Community Members

Parents/Community

■ School rules and regulations affecting students in our schools are reasonable.
- Reports from our school concerning children's progress are adequate.
- It is easy to make appointments with the administrators and teachers in our school.
- Teachers in our school are concerned about my child as an individual.

Student

■ 95% of the students in grades 7-12 completed a Student Opinion Inventory.
- "School spirit" is very good.
- Most teachers are willing to give students individual help outside of class time.
- Regardless of what my grades may be...I feel that in most of my school subjects I am leaning a lot this year.

Parent Involvement

- parent teacher conferences
- Parent Swap Day
- Native Education Committee
- awards assemblies
- Christmas program
- parents/coaches night

▶ **Annual Change in Enrollment**	-3.8%
▶ **Transiency Rate**	4.4%
▶ **Attendance Rate**	94.4%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	90.9%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	23	85.2%
1990-91	23	95.8%
1991-92	23	92.0%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	1	4.2%
1991-92	2	8.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

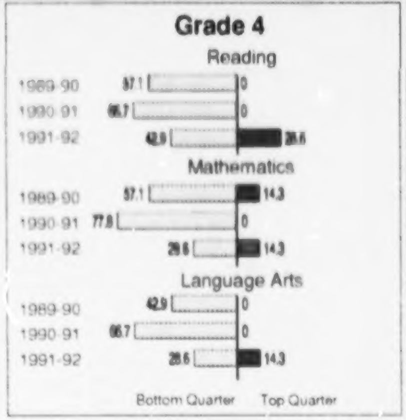
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

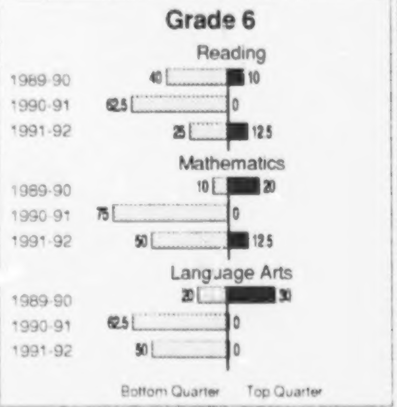
Special Education Students Tested

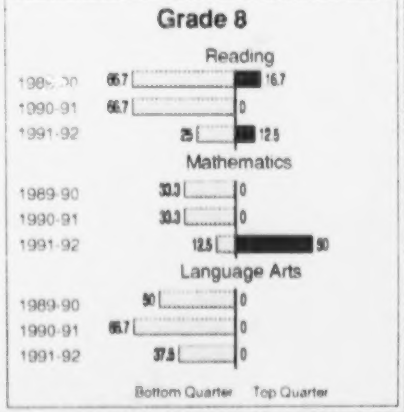
	# students	%
1989-90	0	0.0%
1990-91	1	4.3%
1991-92	1	4.0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	0	0.0%
1990-91	3	13.0%
1991-92	23	92.0%







Sitka Borough Schools

Summary of the School District Report Card to the Public

Lewis Holloway, Superintendent

Superintendent's Highlights

America 2000, Alaska 2000 and SCANS provide the framework for the District's long range education plan and process. Parents, students, staff, administration, community and school board members established long-term goals during the Fall of 1991. Fall 1992 found these same community-wide groups reviewing and critiquing progress made on these goals. These partners are among the many who contributed to Sitka School/District's Blueprint. Planning for the 21st Century.

The Sitka Community is designing and creating a "new generation of American schools" for the Twenty-first Century. The Sitka Schools are in the process of transforming for the 21st Century and redefining the way schools work.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ The high school graduation rate will increase to at least 90% in five years (1997).	■ tenth grade students' average composite (verbal and math) score higher than 60% of students nationally • 67% of students successfully completed Algebra • graduation rate of Caucasian students was 90%, Native American 62% • Alternative High School established March of 1992
■ To establish a broader financial base in which to operate the District.	■ Principals' Advisory Committees utilizing site-based budget process
■ Increase the quantity of staff throughout the District to provide educational services.	■ increase of 1 and 1/2 teachers
■ Upgrade, expand, and maintain the facilities throughout the District to provide more efficient/aesthetically pleasing/comfortable/safe learning environments.	■ implemented custodial standards
■ Sitka School District curriculum will meet the needs of students for academic and career performance in the 21st century.	■ on State Writing Assessment, using scale of 1-5 with 5 being highest, 11th grade students scored average of 3.2; 5th grade students scored average of 3.26

Other Indicators of School Performance

■ Between 1991 and 1992 the number of ACT and SAT tests taken increased.

■ Twenty students enrolled in and passed the Advance Placement Calculus class.

■ Between 1991 and 1992 the number of students taking Algebra I increased but the number passing the course decreased.

Comments on School Performance:

Students, Parents, and Community Members

Parent

■ Appreciate the quality of teachers.
- Like library, reading, and writing programs, but want more advanced science courses at the high school level.
- Need more vocational classes; lower P/T/R and more computer/technology in classrooms.

Student

■ Teacher appreciation.
- Appreciate their school; offer variety of opportunities.
- Elementary would like more physical education.
- Middle school would like more opportunities outside school day.
- High school students prefer teachers to be more readily receptive to student ideas.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

■ Communications between Home and School

Newsletter	4
Teacher Generated Letters	3
Student Newspaper	2
Telephone Calls–Teacher to Parents	3
Home Visits	2
Home-school Coordinator Activities	2
Needs Survey	3

■ Parents as Supporters

Open House	3
Parent Orientation	4
Student Performances	4
Attend Award Assemblies	3
Special School Functions	3
Other ...... Super Saturday, Heritage Discovery Week	

■ Parents as Learners

Parent Ed Workshops Parenting workshop	2
Informational Workshops PAC meetings	2
Parent/Child Workshops	2
Parenting Tips Sent Home	3
Resources for Parents to Check Out	2
Parent–Teacher Conferences	4

■ Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs Lunch Bunch Helpers, Adopt a Grandparent	3

■ Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group Hiring Committee	3
Organized Parent Group	3
District Committees Curriculum Assessment	3

Key				
	1	Never	3	Some
	2	Seldom	4	Often

▶ **Annual Change in Enrollment** 2.9%

▶ **Transiency Rate** *

▶ **Attendance Rate** 94.2%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

* information not available

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	397	98.3%
1990-91	439	94.6%
1991-92	443	99.3%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	13	2.8%
1991-92	3	0.7%

Students Excluded from Testing for Special Education or Bilingual Reasons

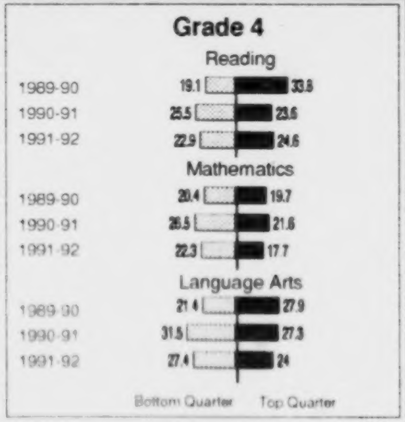
	# students	%
1989-90	n/a	
1990-91	12	2.6%
1991-92	0	0.0%

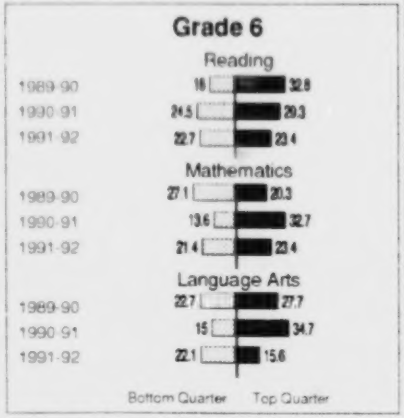
Special Education Students Tested

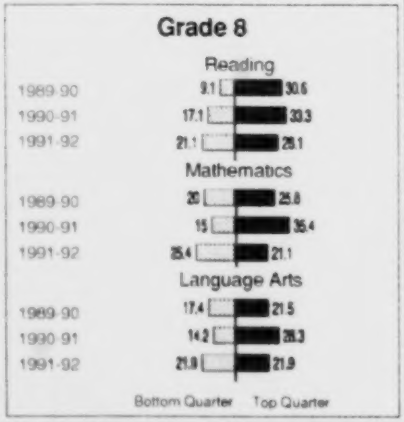
	# students	%
1989-90	24	6.0%
1990-91	11	2.5%
1991-92	23	5.2%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	41	10.3%
1990-91	1	0.2%
1991-92	5	1.1%







Skagway City Schools

Bill Hopkins, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

This report is being provided to the community of Skagway as a tool to use in evaluating our school district. Skagway City School District has an excellent academic and social environment for students. Being small enables the staff to be more attuned to the individual's needs and we pride ourselves on making Skagway City Schools the best possible for all students.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Evaluate and strengthen the academic standards and Board expectations for the District and communicate them to students, staff and community.	■ number of units to graduate increased from 22 to 24 • new classes added to curriculum: applied math, life skills, speech and drama, and contemporary world problems • minimum competency skills test for graduation from high school • junior high program in place with grades 6-7 being combined and grades 6-8 being given autonomy from high school • weekly bulletin and Quality Education folders go home every Friday
■ Provide a high school program designed to prepare all Skagway graduates with the skills to be successful in life.	■ contract with educator that has skills and knowledge to work with staff, administration and community to develop technology plan • administration given direction to improve vocational education programs from both curriculum and policy committees • seven of our high school classes are vocational education classes • Life Skills added • support Close-up, student council, RSVP, VICA, yearbook, school newspaper, student store, sports, and many other activities • minimum competency test in place which sets standards for graduation

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■ There is too much free time for kids.
- Community education program is an asset.
- The school has a nice environment for children.

Parent

■ Parents like the small class size.
- The school's staff is caring and friendly.
- Work on improving information exchange from school to home.

Student

■ Sports and activities keep students interested.
- The junior high students would like the parents and teachers to communicate more often.
- When hiring new teachers, would like to see them teach a lesson before hiring.

Parent Involvement

■ Each school completed a Parent Involvement Questionnaire. The district summary highlights include:

- Parents support the school through attendance at open house, student performances, award assemblies, Christmas, and art shows.
- Parents participate in education and information workshops, parent-teacher conferences and by reading material sent home on parenting.
- A high level of home-school communication occurs through newsletters and the student newspaper.

► **Annual Change in Enrollment**	6.2%
► **Transiency Rate**	15.5%
► **Attendance Rate**	91.1%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	91.7%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.

► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	30	90.9%
1990-91	36	100.0%
1991-92	39	100.0%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

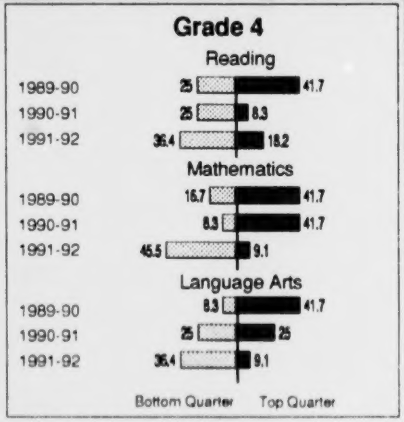
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

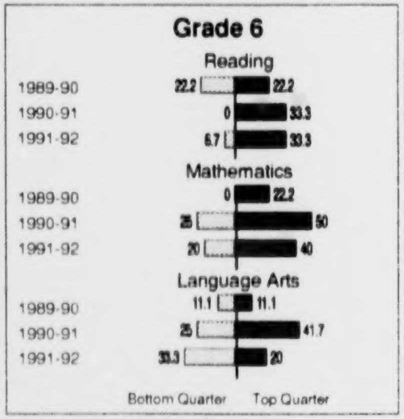
Special Education Students Tested

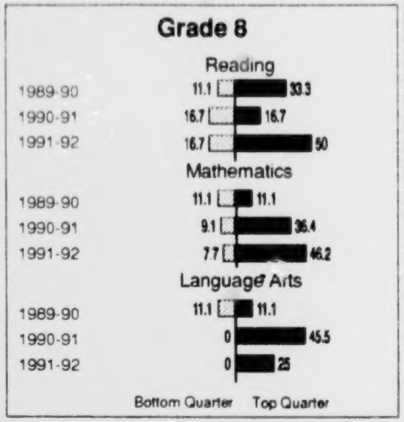
	# students	%
1989-90	1	3.0%
1990-91	0	0.0%
1991-92	7	17.9%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	0	0.0%
1990-91	0	0.0%
1991-92	0	0.0%







Southeast Island Schools

Bob Weinstein, Superintendent

Summary of the School District Report Card to the Public

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Develop and improve Advisory School Councils.	■ extensive ASC policy review process • establishing policy supporting more active ASC's • district office administrators attended ASC meetings • district handbook for ASC's to be completed
■ Increase parental involvement in schools.	■ materials supporting parental involvement gathered and reviewed • materials evaluated • each ACS completed parental involvement survey to recommend activities to keep or encourage • two monthly newsletters "What's Working in Parent Involvement" and "Parents Make the Difference" purchased for each site
■ Review science and vocational education curricula.	■ reviewed both subject areas during 1991-92 school year • performance objectives revised in several areas • improvements made in cataloging of science resource materials and in organization of district written science program • revised geology and marine science courses • added life science to junior high curriculum and new text adopted • revised or wrote vocational education courses in career orientation • adopted principles of technology course via satellite through STEP program for either science or vocational education credit

Superintendent's Highlights

We are pleased to have greater involvement from our parents and our Advisory School council in each community. We anticipate an improved education climate fostered by this relationship. We look forward to our involvement in establishment of District goals aligned with those of Alaska 2000.

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■ Thirty-five community members from nine communities responded to the District survey.
- community members satisfied with instruction in their schools, student-teacher relationships, and the learning environment provided
- community members most often asked for better facilities, more activities and better communication with District Office

Parent

■ offer vocational courses; new and better facilities; and extracurricular programs
- students and teachers have good working relationship

Student

■ quality of instruction good to high and teachers care about students
- dissatisfied with limited selection of electives and activities

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

Communications between Home and School	
Newsletter	3
Teacher Generated Letters	3
Student Newspaper	3
Telephone Calls–Teacher to Parents	4
Home Visits	4
Home-school Coordinator Activities	1
Needs Survey	3

Parents as Supporters	
Open House	3
Parent Orientation	3
Student Performances	3
Attend Award Assemblies	4
Special School Functions	4

Parents as Learners	
Parent Ed Workshops	3
Informational Workshops	3
Parent/Child Workshops	2
Parenting Tips Sent Home	3
Resources for Parents to Check Out	3
Parent–Teacher Conferences	4

Parents as Teachers	
School–Home Learning Activities	3
Volunteer Programs	2

Parents as Advisors, Decision Makers, Advocates	
Advisory Parent Group	4
Organized Parent Group	1
District Committees	4

Key

1	Never
2	Seldom
3	Some
4	Often

► **Annual Change in Enrollment**	-2.6%
► **Transiency Rate**	37.6%
► **Attendance Rate**	92.9%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	97.4%
8	97.4%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	120	88.2%
1990-91	120	84.5%
1991-92	101	100.0%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	22	15.5%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

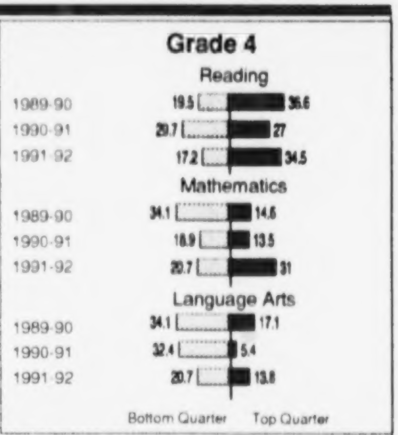
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

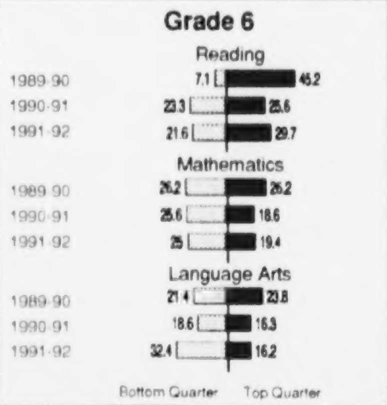
Special Education Students Tested

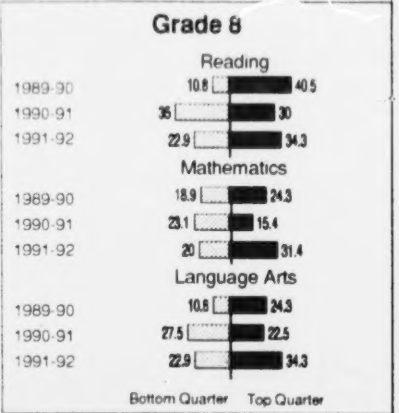
	# students	%
1989-90	11	9.2%
1990-91	10	8.3%
1991-92	13	12.9%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	1	0.8%
1990-91	0	0.0%
1991-92	0	0.0%







Southwest Region Schools

Ben Cherry, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

During the 91-92 school year, after five years of research and development, the Southwest Region School District implemented a K-8 competency-based curriculum that focuses on mastery of basic skills. Written competencies, criterion-referenced tests, student portfolios and a computerized data management system are providing teachers with the tools we believe are needed to increase student performance through mastery learning. Revision and refinement of the program are the goals for the 92-93 school year.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Implementation of a Competency-Based Education program to target the mastery of the basic skills in the area of listening, speaking, reading, writing, and mathematical computation. The target grade levels are kindergarten through 8th grade.	■ criterion-referenced tests developed for language arts and mathematics for grades K-8 • testing done three times during year, and report of progress made on mastery of specific objectives updated each time student tested • teachers receive report within days of completion of testing • computerized management system used to record each student's progress through continuum of objectives • student placed on continuum at instructional level • student work samples kept in student portfolio to demonstrate mastery of objectives • portfolios used by teachers, parents, and students to identify strengths and weaknesses and to plan future course of study

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■ There is a lack of community support here and things are never good enough no matter how hard the teachers try. The teachers spend a lot of their own time on extra activities. It's too bad that they don't get the credit and praise they deserve.

Parent

■ More parent, student, teacher get-togethers and knowing what students are doing in school.
- Parents not helping kids at home letting them know how important school is, also letting them know how they should behave in school. Teachers are doing a real good job.

Student

■ The teachers are great. It's only some of the students that have a problem. Attitude mostly.
- We need a counselor that can be here all the time.
- More school activities and art classes.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

Communications between Home and School

Newsletter	3
Teacher Generated Letters	3
Student Newspaper	3
Telephone Calls–Teacher to Parents	4
Home Visits	4
Home-school Coordinator Activities	1
Needs Survey	3

Parents as Supporters

Open House	3
Parent Orientation	3
Student Performances	3
Attend Award Assemblies	4
Special School Functions	4

Parents as Learners

Parent Ed Workshops	3
Informational Workshops	3
Parent/Child Workshops	2
Parenting Tips Sent Home	3
Resources for Parents to Check Out	3
Parent–Teacher Conferences	4

Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs	2

Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	4
Organized Parent Group	1
District Committees	4

Key

1	Never
2	Seldom
3	Some
4	Often

Annual Change in Enrollment	**6.3%**
Transiency Rate	**11.5%**
Attendance Rate	**93.9%**

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	97.9%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	90.6%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	99	99.0%
1990-91	99	87.6%
1991-92	108	97.3%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	13	11.5%
1991-92	3	2.7%

Students Excluded from Testing for Special Education or Bilingual Reasons

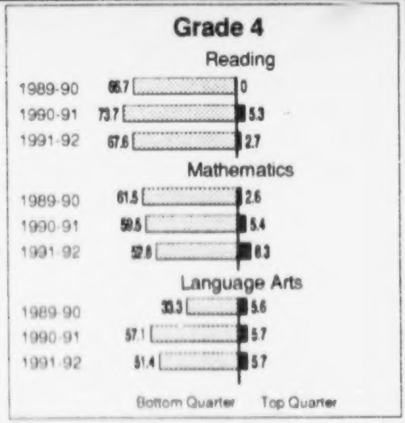
	# students	%
1989-90	n/a	
1990-91	1	0.9%
1991-92	0	0.0%

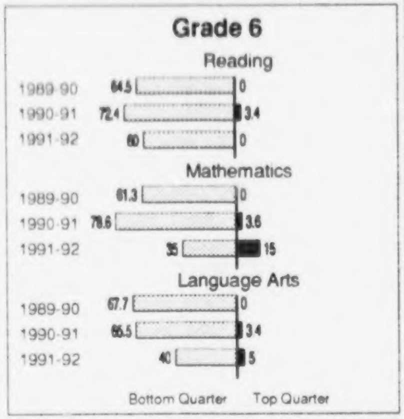
Special Education Students Tested

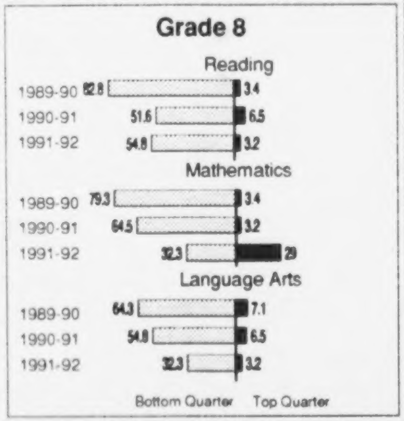
	# students	%
1989-90	4	4.0%
1990-91	2	2.0%
1991-92	14	12.6%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	34	34.3%
1990-91	62	62.6%
1991-92	96	86.5%







Tanana Schools

Ron DeLay, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

Our goals are to have in place a curriculum plan which provides an instructional program to enable our students to acquire the necessary academic skills, a positive self image, and an understanding and appreciation of cultural heritage and valuing diversity. Unique to our plan is individualized outcome based achievement for each student.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Develop and adopt a curriculum plan which identifies the scope and sequence for the development of academic skills, positive self image, cultural heritage, and valuing diversity.	■ strategic planning process completed • formed partnership with University of Alaska to work on cultural values and heritage curriculum • approved revised language arts and math curriculum • inservices in developing shared decision making skills included students, teachers and parents • continue scheduled developing outcome based education • improved school/community communications through more emphasis on phone contact, posting of daily school bulletins in store, post office, and laundromat, and frequent contact with parents
■ Each staff member will develop positive discipline and a positive instructional plan to achieve positive classroom management.	■ teachers participated in University of Alaska course entitled Education 593, Positive Classroom Instruction • students given two hours of early release for 18 days to enable teachers to participate in course • teachers worked in teams to develop discipline plans • commitment to math and science • Consensus Decision Making Approach
■ Each student will demonstrate progress at their individual achievement level in every appropriate subject area.	■ teams of teachers examined portfolio assessment models and narrative progress reports as methods to implement student progress in individual achievement

Other Indicators of School Performance

■ Of the many programs in which we as a District and community take great pride, the following are truly stellar examples of what is good for kids:

- Tanana Native Dancers: This group of dancers for grades K-12 was put together by the Tanana Native Council to support positive activities for young people.
- Athabascan Culture and Language: In support of the Tanana City School District Strategic Plan, the Board funded the position of Director of Athabascan Culture and Language. This has been instrumental in making the language and culture curriculum a living body of work.
- National Math Foundation Award Winner: A teacher was awarded the President's Award for Achievement in Teaching Mathematics.

Comments on School Performance:

Students, Parents, and Community Members

Parent

■ The basic educational program offered to our students meets their needs.

- Teachers and students have a good working relationship.
- The concerns of the parents are considered in the decisions about the school.

Student

■ Students would like to have more assistance in career decision making and post secondary planning.

- Students feel they need better computer skills, more supplies for wood shop, and instruction on personal and family health.
- Students would like more after school activities, including open gym and martial arts.

Parent Involvement

- 67% of the parents help their children learn by helping with homework. 52 % of the parents provided quiet time and study space.
- 68% of the parents indicated they receive frequent communications from the school with 74% receiving teacher notes.
- 78% of the parents indicated they participate in parent conferences.

Annual Change in Enrollment	**6.5%**
Transiency Rate	**18.4%**
Attendance Rate	**92.5%**

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	75.0%
8	83.3%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	12	70.6%
1990-91	20	100.0%
1991-92	27	96.4%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

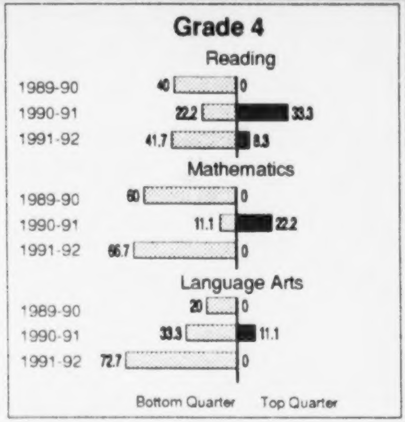
	# students	%
1989-90	n/a	
1990-91	0	0.0
1991-92	1	3.6

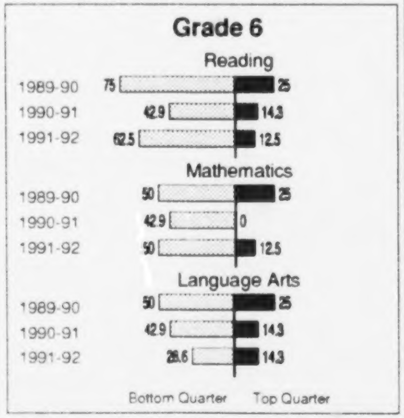
Special Education Students Tested

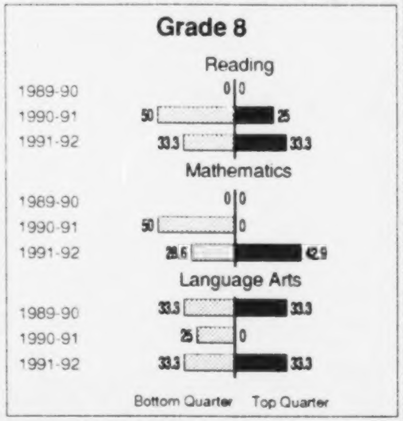
	# students	%
1989-90	1	8.3%
1990-91	2	10.0%
1991-92	0	0.0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	11	91.7%
1990-91	13	65.0%
1991-92	0	0.0%



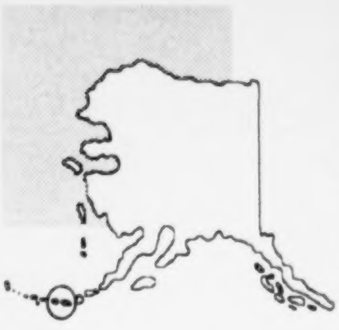




Unalaska City Schools

Joseph B. Beckford, Superintendent

Summary of the School District Report Card to the Public



Superintendent's Highlights

Unalaska City School District is continuing with its goals of developing higher-order thinking skills, aligning teaching and testing, increasing student engagement in learning, and transforming teachers from lecturers to managers. The District has implemented a major scheduling change in conjuction with its interdisciplinary cooperative projects (ICP) program. Teachers have been inserviced in portfolio assessment and are refining a narrative form for reporting student achievement. The District has engaged the services of the Education Development Center to inservice staff in the I-search model, a school based approach to integrating inquiry based method and technology, into the curriculum.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Develop higher-order thinking skills.	■ writing across curriculum implemented with focus upon language arts as mechanism for developing critical thinking skills
■ Align teaching and testing with curricular objectives.	■ teachers began implementing and refining portfolio assessment skills
■ Increase student engagement in learning process and reduce non-productive time.	■ class periods increased at secondary level, and students spend extended block of time, one day per week, on project-based curriculum topic
■ Transform teachers from lecturers to managers.	■ teachers inserviced in cooperative learning strategies, portfolio assessment, I-search model and involved in project-based curriculum topic

Other Indicators of School Performance

■ Extensive surveying of parents indicates a high level of satisfaction and support of the schools, its programs, and its efforts to implement change.

Comments on School Performance:

Students, Parents, and Community Members

Community

■ Most feel the quality of education is high: but would like to see more career oriented classes.

- Many members would like more classroom space and a School Activities Hot-Line for current information.
- Overall, the community is happy with the general communications received from the District.

Parent

■ Parents feel the school is providing a good quality of education but would like to see more independent thinking and problem solving.

- Parents feel elementary classes are too crowded.

Student

■ Students really like the teachers, the school itself, and the sports programs.

- The students would like more language, science, and computer classes, as well as drivers education.

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

■ Communications between Home and School

Newsletter	4
Teacher Generated Letters	4
Student Newspaper	2
Telephone Calls–Teacher to Parents	4
Home Visits	2
Home-school Coordinator Activities	1
Needs Survey	3

■ Parents as Supporters

Open House	3
Parent Orientation	3
Student Performances	3
Attend Award Assemblies	3
Special School Functions	3

■ Parents as Learners

Parent Ed Workshops	2
Informational Workshops	2
Parent/Child Workshops	2
Parenting Tips Sent Home	3
Resources for Parents to Check Out	2
Parent–Teacher Conferences	4

■ Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs	4

■ Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	3
Organized Parent Group	2
District Committees	3

Key

1	Never
2	Seldom
3	Some
4	Often

Annual Change in Enrollment 12.3%

Transiency Rate 55.1%

Attendance Rate 94.0%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	46	93.9%
1990-91	50	92.6%
1991-92	65	100.0%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	2	3.7%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

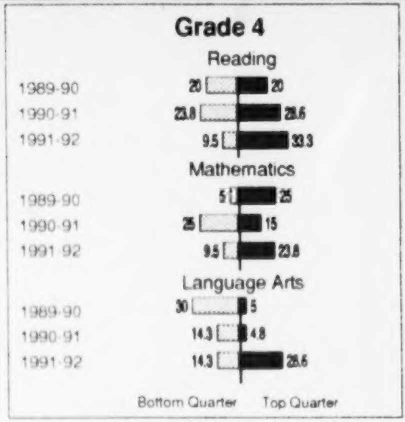
	# students	%
1989-90	n/a	
1990-91	2	3.7%
1991-92	0	0.0%

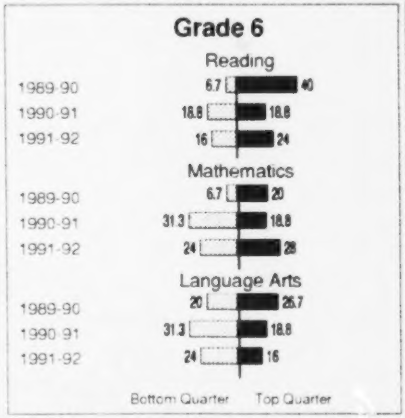
Special Education Students Tested

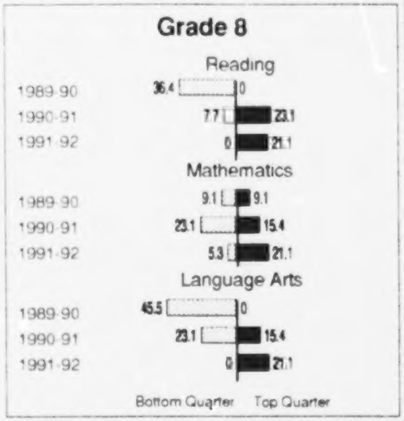
	# students	%
1989-90	6	13.0%
1990-91	1	2.0%
1991-92	0	0.0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	4	8.7%
1990-91	3	6.0%
1991-92	4	5.9%







Valdez City Schools

Harry Rogers, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

This year's goals involved surveys completed by students, staff, parents, and the community. The surveys continued to show strong support for the educational system. As a result, the goals established by the Board of Education reflect an intent to refine and improve rather than revise or reorganize.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Improve curriculum offering and teacher contact time.	■ technology curriculum introduced to elementary • several new classes offered • college credit classes offered • K through 12 technology curriculum developed • attendance and academic incentives developed in cooperation with local businesses • inservices in areas of technology and success with difficult students • special education services integrated • all class composites on ITBS were 59% or higher • school ITBS composite of 70%
■ Improve instructor's support background experience.	■ inservices offered • nearly all new hires have double major or experience beyond their teaching field
■ Change policies that will enhance learning potential.	■ review to modify present school calendar progressing
■ Maintain balanced budget.	■ district maintained balanced budget, 1991-92 school year
■ Keep facilities and equipment up-to-date as conditions change.	■ several major maintenance projects completed • addition of two classrooms and library added to junior high facility
■ Keep the community informed.	■ communications to community/parents included: • student handbooks • open house night in each school • several staff presentations to local organizations • all schools publish school newspaper and year-end report • efforts made to keep school news in two local newspapers

Other Indicators of School Performance

■ The District administered the ITBS to all grades (1-12). Our 1992 performance was very strong. The average composite score was 79%, a gain of 3% over the 68% achieved in 1991 and 14% over the 61% achieved in 1990.

Comments on School Performance:

Students, Parents, and Community Members

■ In the Fall, a survey form was published in the two local newspapers requesting readers to complete and return to the District. The survey responses indicated no common specific strength or weakness; however, the overall responses were extremely positive and supportive of the school system.

Parent Involvement

■ Elementary

- monthly newsletters to parents
- formal Parent/Teacher conferences four days in Fall and Spring
- open house in the Fall
- parent volunteer campaign
- PTA newsletter and monthly meetings

■ Secondary

- local businesses offering incentives to students for perfect attendance
- open house in Fall when parents attend students' mini-classes and are requested to volunteer for variety of activities
- report cards and interim progress reports provided eight times during school year with formal parent conferences at end of first and third quarters
- school newspaper published periodically
- PTA forums provided to discuss issues of common concern

▶ **Annual Change in Enrollment** 6.0%

▶ **Transiency Rate** 19.1%

▶ **Attendance Rate** 94.6%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	93.1%
2	97.2%
3	100.0%
4	100.0%
5	100.0%
6	98.7%
7	94.2%
8	98.4%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	162	97.0%
1990-91	177	95.2%
1991-92	211	98.6%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	8	4.3%
1991-92	1	0.5%

Students Excluded from Testing for Special Education or Bilingual Reasons

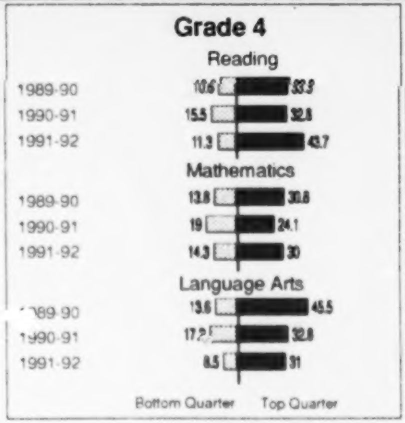
	# students	%
1989-90	n/a	
1990-91	1	0.5
1991-92	2	0.9

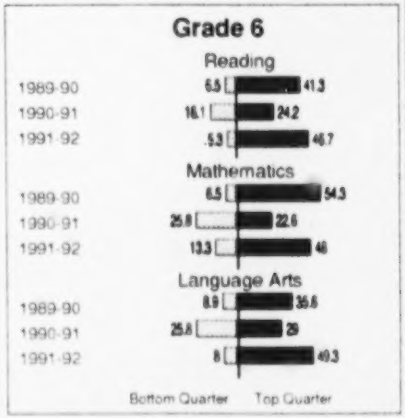
Special Education Students Tested

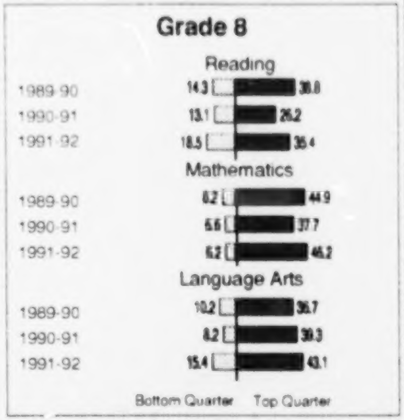
	# students	%
1989-90	2	1.2%
1990-91	5	2.8%
1991-92	6	2.8%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	4	2.5%
1990-91	6	3.4%
1991-92	2	0.9%







Wrangell City Schools

Summary of the School District Report Card to the Public

Linwood Laughy, Superintendent

Superintendent's Highlights

The pace of change has quickened in Wrangell schools, and some blurry visions are coming into focus. Following the successful implementation of last year's initiatives, growing community support for new directions has strengthened the school board's commitment to achieving excellence throughout the system. The District's faculty and administrators face our new challenges in a manner perhaps best described by the line from an old song reminding us that we all want to get to heaven, but none of us wants to die. Meeting the challenges imposed by change keeps us very much alive.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ The Wrangell School District will provide its students a curriculum that is clearly defined by learner outcomes, that reflects the education goals of the community, state and nation, that compares favorably with the recommendations of relevant curriculum related professional organizations, and that allows for meaningful assessment of learner success.	■ Board, staff and community awareness of outcome-based education accomplished • current goals in this area now refined • learner outcomes established at primary school • curriculum adjustments and modification of instructional strategies underway • new parent report card system in place reflecting outcomes • necessary parent training activities underway
■ Wrangell School District's instructional system will reflect the education profession's best available information in the area of instructional and school organization strategies.	■ collaborative education team in place at primary school • full implementation of Developmentally Appropriate Practices and whole language reading program • full integration of special education students into regular classroom programs nearing completion • implementation of many elements of new middle school education plan • implementation of new 90 minute block high school schedule

Other Indicators of School Performance

■ After one year in the new primary program, second grade students achieved ITBS test scores in reading and math 20+ percentile points higher than the scores our second graders had typically achieved during the previous three years.

■ Special education referrals and placement decreased in our primary school by more that 30%.

Comments on School Performance:

Students, Parents, and Community Members

■ Parents expressed strong support for the new K-2 program and insisted on rolling it into the intermediate grades on a grade-per-year basis. Elementary parents are requesting greater use of education technology at the elementary level.

■ Middle school parents praised what has been accomplished with the new middle school education plan and expressed the desire for its full implementation.

■ High school parents expressed the need for change in the instructional strategies being used in the high school core academic program; they further recommended the complete programmatic redesign of the high school.

Parent Involvement

■ Wrangell schools enjoy parent participation.

- At Evergreen Elementary, parent volunteers are active members in many classes. Parent newsletters, an open house at which it is nearly impossible to find a parking space, and frequent interaction between many parents and school personnel help make parent involvement a key ingredient in the elementary school's educational successes.
- The Stikine Middle School implemented a new parent-teacher conference program last year when parents expressed a desire for the continuation of the same type of program they had become used to at the elementary level. Some middle school parents choose to also meet at other times during the year with faculty teams to check on the progress of their children. Individualized learning plans, weekly report cards, etc. are often the result. A new teacher/student/parent effort at the 6th grade features the weekly exchange of each student's writing journal complete with teacher and parent comments.
- One of the district's two major goals for FY94 is the implementation of an extinsive parents-as-partners program that includes a series of parent workshops, parent participation in district inservice activities, a parent resource center at the public library, monthly mail-outs to interested parents of articles on specific topics of interest, and continued strong parental involvement in the district's new goal-setting process. Wrangell parents want major involvement in the children's education, and will be a growing resource for Wrangell's schools.

► **Annual Change in Enrollment**	-1.1%
► **Transiency Rate**	7.7%
► **Attendance Rate**	92.7%

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	94.3%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

► **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	114	96.6%
1990-91	116	100.0%
1991-92	116	92.1%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	8	6.3%

Students Excluded from Testing for Special Education or Bilingual Reasons

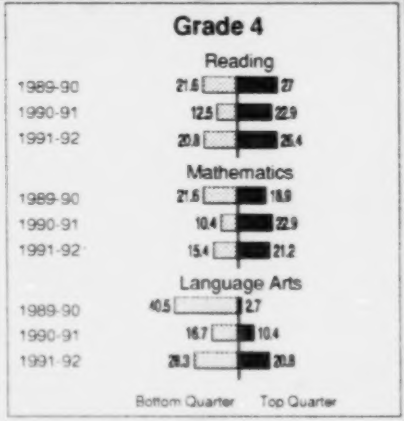
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	2	1.6%

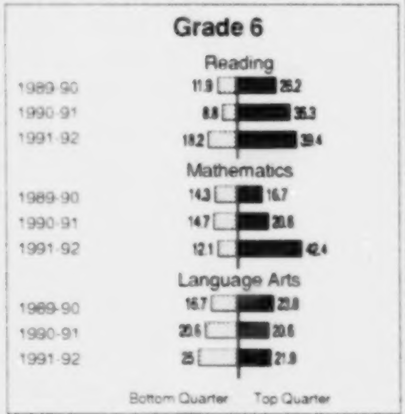
Special Education Students Tested

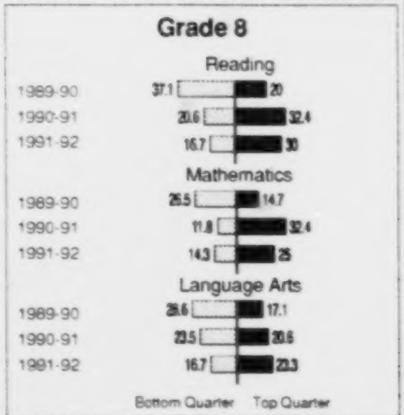
	# students	%
1989-90	23	20.2%
1990-91	15	12.9%
1991-92	7	5.6%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	1	0.9%
1990-91	3	2.6%
1991-92	1	0.8%







Yakutat City Schools

Summary of the School District Report Card to the Public

Larry Eklund, Superintendent

Superintendent's Highlights

The Yakutat School District is striving to establish a positive working relationship with the newly formed Borough of Yakutat. The emphasis on providing leadership in the community for lifelong education for our citizens will take priority focus for the District. The positive communications between the school district and the community will be developed throughout the course of the year, and the assessment of progress will be crucial for future strategic planning.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Yakutat School District will provide each student with a positive supportive learning environment by improving communications and cooperation among the School Board, administration, staff, and students.	■ new superintendent and school board staff and students communicate fairly well
■ Yakutat School District will adopt a curriculum model, planning and review cycle by June 1993.	■ on schedule according to timeline
■ Yakutat School District will involve the community and staff in the development of a long range strategic plan for the district.	■ ongoing goal, however, only in developmental phase
■ Yakutat School District will develop a plan to upgrade and expand facilities to provide adequate and appropriate space for the educational program.	■ granted staff time to research community library concept • applied for elementary renovation • applied for repair of high school roof

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■ The school is the center of focus for the community.

- The school is expected to produce quality students with educational skills that will allow them to be good citizens.

Parent

■ Our children deserve a quality education.

- People who work at school ought to love kids and help them grow.
- Leadership in the school is very important.

Student

■ Students want to learn from teachers who like to teach.

- Need to offer more classes.
- More activities are important.

Parent Involvement

■ Communications between Home and School

- newsletters
- teacher generated letters
- telephone calls to parents
- conferences
- group meetings

■ Parents as Support People

- student performances
- participants in board meetings
- participants on hiring committees
- attend award assemblies

■ Parents as Learners

- volunteers for classrooms
- volunteers for study sessions
- volunteers for expert presentations

■ Parent as Advisors

- district committees
- special education advocates group
- booster club

▶ **Annual Change in Enrollment**	2.4%
▶ **Transiency Rate**	19.7%
▶ **Attendance Rate**	96.9%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	35	92.1%
1990-91	27	100.0%
1991-92	29	90.6%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	3	9.4%

Students Excluded from Testing for Special Education or Bilingual Reasons

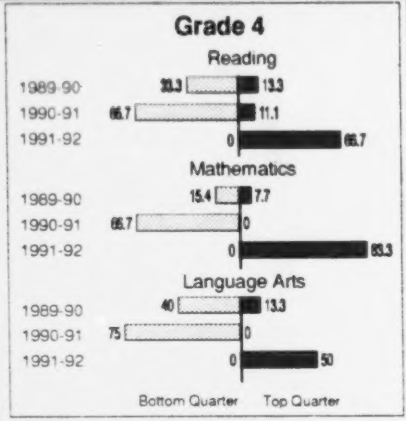
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

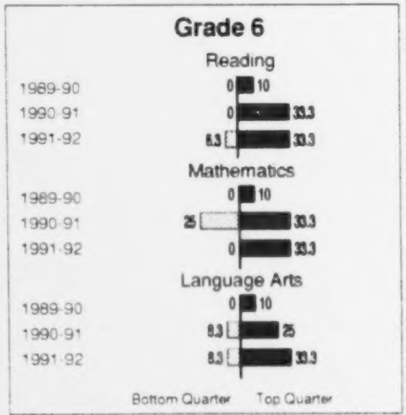
Special Education Students Tested

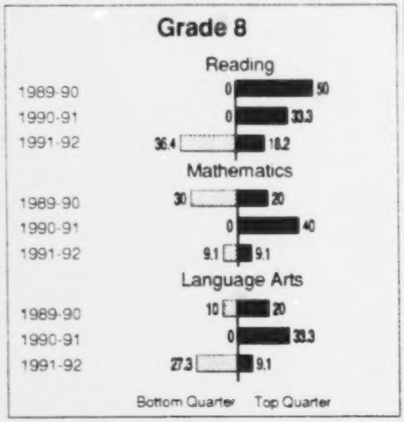
	# students	%
1989-90	3	8.6%
1990-91	2	7.4%
1991-92	0	0.0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	6	17.1%
1990-91	4	14.8%
1991-92	0	0.0%







Yukon Flats Schools

Summary of the School District Report Card to the Public

Doug Walker, Superintendent

Superintendent's Highlights

The Yukon Flats School District is committed to allowing each site to focus on unique needs of their community. We feel strongly the need to extend our contact time with students via voluntary summer programs. We work hard at furthering programs to students through cooperation with other districts and agencies.

District Progress Toward Goals

Goals have been developed at the local level. Not all schools are working on all the goals, nor experiencing the same progress.

1991-92 GOALS	PROGRESS
■ Increase ITBS test scores.	■ awaiting fall test results
■ Teach tribal law and village administration.	■ plan initiated
■ Increase basic skills in reading, language arts, math, and science.	■ awaiting fall test results • math night, science/health fair • whole language taught • after-school tutoring started • Yukon Readers success • participated in Battle of the Books
■ Increase awareness and pride in cultural heritage.	■ Gwitchin vocabulary test obtained • some integration of culture-traditional crafts taught • taught traditional music and dance • wrote traditional stories
■ Offer instruction in vocational village life skills.	■ travel to fish camp, skin sewing • instruction in Robert's Rules, small engines, carpentry
■ Increase parent involvement.	■ attendance at LSAC increased • volunteerism did not increase
■ Broaden educational experience in athletics and raise self-esteem.	■ plan developed and in place • students involved in cross-country skiing and volleyball
■ Opportunity for students beyond regular school offerings.	■ some students participated in RAHI, Upward Bound, and college classes • STAR schools equipment ready for program
■ Increase student attendance.	■ attendance improved as a whole
■ Awareness of personal health issues.	■ curriculum implemented

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Parent

■ On a scale of one to four with four being the highest:
- reading skills improvement (3.59)
- improved computer education (3.58)
- math skills improvement (3.52)

Student

■ Students in grades 7-12 were surveyed regarding educational needs. On a scale of one to four with four being the highest:
- decision making/problem solving (3.83)
- job skill improvement (3.58)
- student leadership activities/travel (3.32)

Parent Involvement

A summary of the principals' responses to the Parent Involvement Questionnaire follows.

■ Communications between Home and School

Newsletter	3
Teacher Generated Letters	3
Student Newspaper	2
Telephone Calls–Teacher to Parents	4
Home Visits	4
Home-school Coordinator Activities	1
Needs Survey	3

■ Parents as Supporters

Open House	3
Parent Orientation	3
Student Performaces	2
Attend Award Assemblies	2
Special School Functions	3

■ Parents as Learners

Parent Ed Workshops	2
Informational Workshops	2
Parent/Child Workshops	2
Parenting Tips Sent Home	4
Resources for Parents to Check Out	3
Parent–Teacher Conferences	4

■ Parents as Teachers

School–Home Learning Activities	3
Volunteer Programs	2

■ Parents as Advisors, Decision Makers, Advocates

Advisory Parent Group	4
Organized Parent Group	3
District Committees	4

Key

1 Never
2 Seldom
3 Some
4 Often

Annual Change in Enrollment **4.0%**

Transiency Rate **35.2%**

Attendance Rate **86.0%**

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	100.0%
2	96.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	88	88.9%
1990-91	93	93.9%
1991-92	78	88.6%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	6	6.1%
1991-92	10	11.4%

Students Excluded from Testing for Special Education or Bilingual Reasons

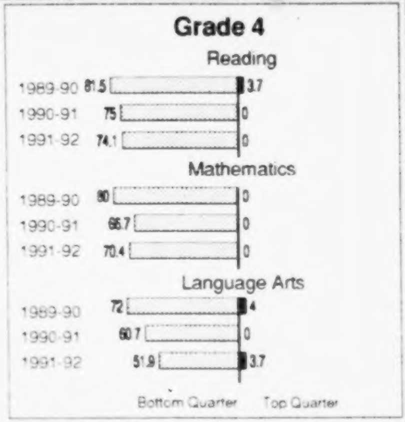
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

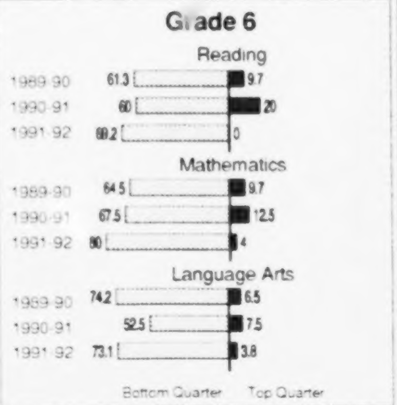
Special Education Students Tested

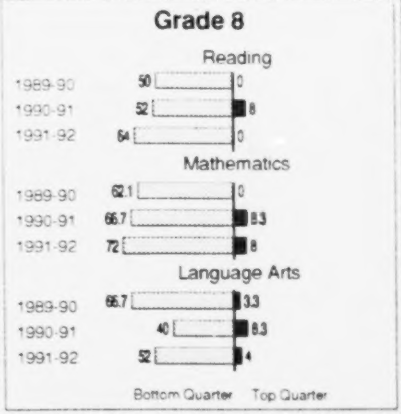
	# students	%
1989-90	18	20.5%
1990-91	8	8.6%
1991-92	4	4.5%

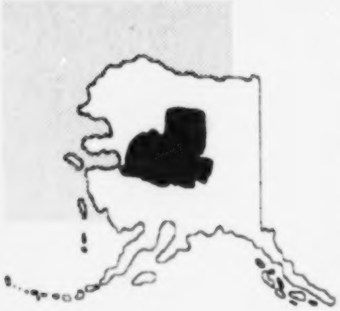
Bilingual/Bicultural Students Tested

	# students	%
1989-90	61	69.3%
1990-91	52	55.9%
1991-92	44	50.0%









Yukon/Koyukuk Schools

Fred Lau, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The District serves as a model for other districts because we predicate everything we do for kids on a solid educational research base compiled at a national, state, and local level. With an emphasis on self-esteem, we have developed innovative reading and writing programs and are implementing nationally validated approaches in math and science. The continuing rise in achievement levels and the ability of our students to compete at a high level in such activities as Academic Decathlon stand as a testimony to the soundness of our programs. A key to the success of this district is the continuity and dedication of the School Board and staff.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ One hundred percent of our students will develop employability skills.	■ action plan implemented and tasks assigned
■ One hundred percent of our students will become effective decision makers and independent learners.	■ teachers, administrators, and board members know their tasks, when they must be put in program, when they must be accomplished
■ One hundred percent of our students will graduate with the necessary skills to enter post-secondary programs, entry level jobs, or self-employment and to be independent, productive participants in family and community.	

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■The communities like the way schools keep them informed.

- The communities see that a higher level of education is being taught to students and that student/teacher rapport is good.

Parent

■ The parents feel the atmosphere at the school promotes learning.

- The parents feel the academic program and instruction are areas of strength.

Student

■ The students like the number of activities.

- I can always get in touch with one of the teachers for help on school work or just talk about personal problems.

Parent Involvement

- The schools in the district have been working very hard to get the parents involved in the school. Parent conferences as well as award assemblies, held at least monthly, do get many parents and community members into the schools.
- The district publishes a monthly newsletter, Han Zaadlitl'ee. The newsletter is mailed to all the parents.
- Being a part of small communities, the school is open to everyone and is a focal point.
- Parents are actively involved in advisory groups and committees.

▶ **Annual Change in Enrollment**	1.3%
▶ **Transiency Rate**	8.6%
▶ **Attendance Rate**	93.3%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ **Percent of Students Promoted to the Next Grade**

Grade	% Promoted
1	98.1%
2	100.0%
3	100.0%
4	100.0%
5	100.0%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter

▶ **Characteristics of 4th, 6th and 8th grade Students Tested**

Total Students Tested

	# students	%
1989-90	108	86.4%
1990-91	88	77.9%
1991-92	86	64.7%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	25	18.8%

Students Excluded from Testing for Special Education or Bilingual Reasons

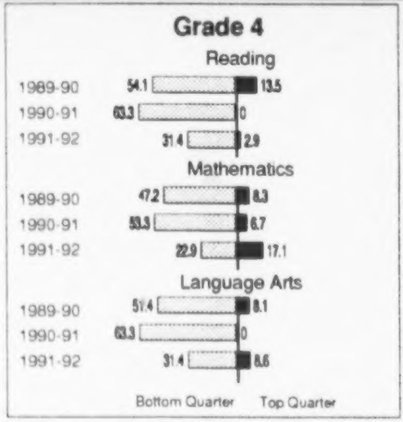
	# students	%
1989-90	n/a	
1990-91	25	22.1%
1991-92	22	16.5%

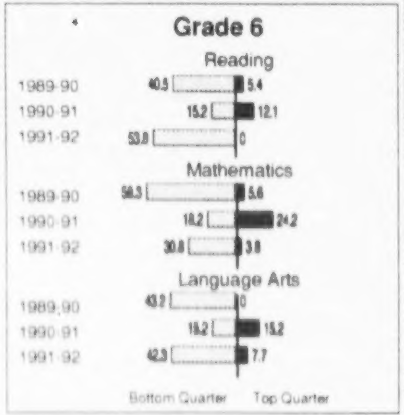
Special Education Students Tested

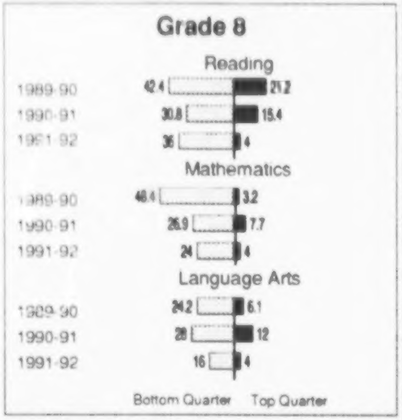
	# students	%
1989-90	19	17.6%
1990-91	0	0.0%
1991-92	23	17.3%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	96	88.9%
1990-91	12	46.2%
1991-92	61	45.9%







Yupiit Schools

Leland Dishman, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The District has accepted the President's challenge to become an America 2000 school district. The goals listed in this report card to the public reflect the combined efforts of more than fifty percent of the parents residing in he Yupiit School District. At each of our school sites, an Onward to Excellence team has been established to address local concerns and set goals for the future of our children.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ An ongoing process of curriculum renewal to meet the academic, vocational, technological, and cultural needs of all students.	■ final approval of comprehensive curriculum guides completed and in use
■ The District shall provide schools free of drugs and violence.	■ all schools participated in Red Ribbon Week activities
■ All students shall participate in local Yup'ik cultural activities and be given the opportunity to learn their native language, history, and traditional values.	■ all students participated in Yup'ik cultural activities • all students have opportunity to learn native language, history, and traditional values
■ Achieve and maintain an average daily attendance rate of 90% by the end of the 1992-93 school year.	■ average daily attendance end of first quarter 1992-93, 92.7%
■ The high school graduation rate shall increase to at least 75% during the 1991-92 school year and increase at a rate of not less than five percent per year until a 90% graduation rate.	■ graduation rate for 1991-92 exceeded 75% • no early leavers as of November 30, 1992
■ Parents and community residents shall be active participants in the educational process.	■ high rate of parental attendance at open house and OTE community meetings
■ A sub-regional comprehensive high school shall be constructed within the boundaries of the District before the year 2000.	■ capital project request for funds to construct sub-regional high school filed
■ The district shall provide continuing education in staff development.	■ provided staff development training in technology, motivation, and other areas

Other Indicators of School Performance

■

Comments on School Performance:

Students, Parents, and Community Members

Community

■ We feel that the Board and Administration are listening to us.
- I feel that I have a voice in the direction our schools are moving.

Parent

■ I like the extracurricular student activities that are offered in school.
- I like the attendance incentives.
- I think the school is improving this year.

Student

■ We have good schools that are clean and well maintained.
- The school and the community cooperate well.
- The small school environment we have provides better learning.

Parent Involvement

- The Board made a commitment to do everything possible to involve parents in every aspect of school life in the District.

- Each March the District sponsors a districtwide Parent Education Conference at one of the three villages. These conferences are attended by more than 50% of the parents in the District. During the conference, parents participate in sectionals dealing with Indian Education, Migrant Education, curriculum, languages, vocational education, and other areas of interest to the parents. The conference is closed with a grand feast and entertainment for everyone in attendance.

- A second project involving parents in the schools is the Onward to Excellence project that is currently ongoing. Each village selected a leadership team to meet with the parents to establish a mission statement, vision statement, and goals for the school. These meetings have been very successful, and attendance has been excellent.

- As a result of these parental involvement opportunities, the District is experiencing some of the most positive academic growth in its history.

▶ **Annual Change in Enrollment**	1.4%
▶ **Transiency Rate**	16.1%
▶ **Attendance Rate**	92.7%

▶ **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

▶ Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	96.6%
2	95.2%
3	95.8%
4	100.0%
5	96.6%
6	100.0%
7	89.3%
8	95.2%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.

▶ Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	63	94.0%
1990-91	74	100.0%
1991-92	58	82.9%

Students Absent from Testing

	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

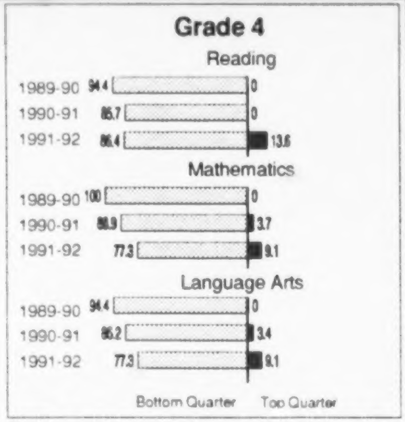
	# students	%
1989-90	n/a	
1990-91	0	0.0%
1991-92	12	17.1%

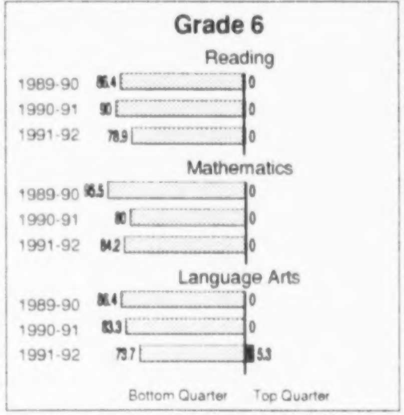
Special Education Students Tested

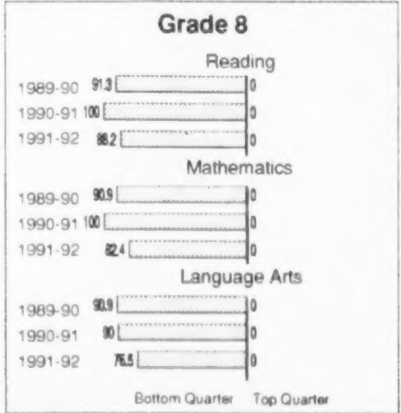
	# students	%
1989-90	10	15.9%
1990-91	10	13.5%
1991-92	3	4.3%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	54	85.7%
1990-91	49	66.2%
1991-92	39	55.7%







Centralized Correspondence School

Darby Anderson, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

Our education plan reflects the values of our parents and staff to provide quality educational services. We define quality as being able to meet or exceed our customer expectations. The goals will take time to achieve, but we are collectively dedicated to reaching our goals to ensure the greatest success for students.

Centralized Correspondence School provides a comprehensive alternative public school program, as well as a high degree of flexibility to meet individual student needs. Students are able to complete an entire program, earn credits for graduation, or take courses as an alternative to their traditional studies. We are proud to be able to work with families, students, and local school districts to ensure the educational success of students.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■	■ The Alaska Department of Education's Centralized Correspondence School was not required to submit a 1991-92 Education Plan. They have submitted an Education Plan for 1992-93 and will be reporting progress toward those goals in next year's report.

Other Indicators of School Performance

■ Third Place in Super Quiz, Academic Decathlon
- student selected National Spanish Scholarship semi-finalist
- student selected National Merit semi-finalist
- student selected Independent Distance Education Association Student of the Year
- student selected Rotary exchange student
- student selected State winner for National History Day sponsored by National Park Service
- two teachers selected as Christa McAuliffe Fellows for science
- student selected as the winner to speak at the State Soil and Water Conservation Board
- member of the Alaska State Writing Consortium
- participation in Alaska Direct Writing Assessment

Comments on School Performance:

Students, Parents, and Community Members

Community

■ Review course assignments to see if they can be combined in more than one class.
- We know the school offers hope to students that need an alternative approach.

Parent

■ The positive rapport with the teacher and my child is excellent.
- The motivational quality of the courses and quality of the responses from the teachers have made a real difference.

Student

■ I like the program because I can go through at my own pace and have guidance from the teacher.
- The program helped me regain my own feelings of self-worth and improve myself academically.

Parent Involvement

■ Parent Outreach Network's list of priority needs:

Communication

- Network with parents who want to share.
- **49er** articles: include suggestions in the **49er** to aid parents.
- Provide "How to Teach" videos--especially for first time teachers.
- Clarify to parents what is available and what is expected of them.
- Visit remote home teaching situations, at least once, to help teachers see what it's like. If travel isn't available, then consider options like videos.
- Clarify "late" students and "catch-up" students.

Promptness

- Improve the turn around time for returning lessons.
- Maintain the same Advisory Teacher throughout the school year for continuity.
- Ensure students needs are the first priority, even during the writing of curriculum.
- Review the advisory teacher loads.

Course Revision/Curriculum Integration

- Review to see if course assignments could be used for more than one class to avoid busy work.
- Incorporate a whole language approach to all subjects(courses).
- Consider less student writing at the elementary level.
- Make available teacher's books for some secondary courses to help the home teachers.
- Reduce the amount of paperwork.

Parent Outreach

- Help to make the role of Parent Outreach clearer for all CCS parents.
- Consider ways Home Teachers can help more with the teaching responsibility.
- Impress on parents that there is flexibility.
- Provide annual parent workshops

Services for Remote Areas

- Make library materials for bush or remote students more easily obtainable.
- Develop a clearer policy and procedures for library services to remote areas.
- Improve library services for rural/remote students.
- Increase support for remote students who need it.

Annual Change in Enrollment 33.9%

Transiency Rate 60.4%

Attendance Rate 100.0%

Graduation Rate will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	100.0%
2	100.0%
3	100.0%
4	95.9%
5	97.3%
6	100.0%
7	100.0%
8	100.0%

Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

▨ Bottom Quarter
■ Top Quarter

Nationally, 25% of students score in each quarter.

Characteristics of 4th, 6th and 8th grade Students Tested

Total Students Tested

	# students	%
1989-90	54	54.5%
1990-91	46	30.3%
1991-92	58	35.8%

Students Absent from Testing

	# students	%
1989-90	45	45.5%
1990-91	106	69.7%
1991-92	104	64.2%

Students Excluded from Testing for Special Education or Bilingual Reasons

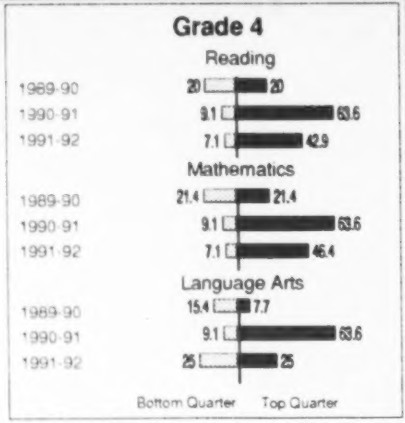
	# students	%
1989-90	N/A	
1990-91	0	0.0%
1991-92	0	0.0%

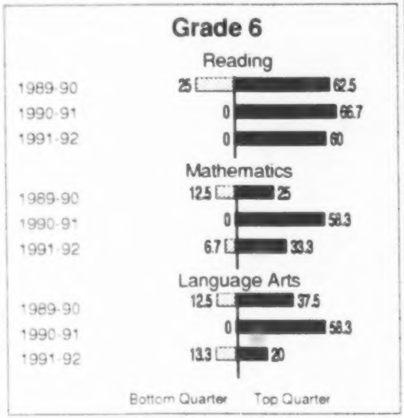
Special Education Students Tested

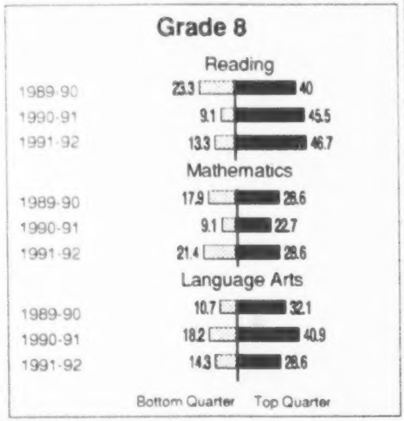
	# students	%
1989-90	0	0.0%
1990-91	0	0.0%
1991-92	0	0.0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	0	0.0%
1990-91	8	17.4%
1991-92	1	1.7%







Mt. Edgecumbe High School

Larrae Rocheleau, Superintendent

Summary of the School District Report Card to the Public

Superintendent's Highlights

The purpose of Alaska's only public boarding school, is to provide for parents the assurance that their children will live and learn in a balanced social and academic environment, work to freely cooperate with others to cause positive improvements, participate in a changing global society, and gain enthusiasm for life-long learning. MEHS strives to provide quality education for youth in order to add value to society through a program, which in addition to basic curriculum, focuses on Pacific Basin studies, entrepreneurship, computer technology and training in Total Quality Management Techniques. Promoting education through the Quality Sciences enables the continuous improvement of systems and human interaction.

District Progress Toward Goals

1991-92 GOALS	PROGRESS
■ Provide each student with an opportunity for ongoing instruction in core courses, training in measured risk-taking, and guidance in social development, as a process for enabling quality individuals.	■ core education: added staff in math, English, and remedial programs • core education and risk-taking/social development: developed project teams (staff, students & parents) to plan for improved communication, beginning year activities, and class scheduling. • student and staff proficiency in quality sciences: student training in research and development (entrepreneurship) classes and business management classes; staff training through inservice, university classes and workshops.
■ Create a learning and working environment for all students and employees which is stimulating, provides a sense of belonging, and nurtures long term growth and development both personally and academically.	**■ restructure curriculum: class schedules realigned (class periods lengthened to 90 minutes); learning objectives developed** **• social development, leadership & self esteem: developed beginning of school program (Edgecamp); increased number of wilderness camping activities**
■ Provide Alaska a model for educational experimentation and a cadre of productive citizens who will shape the future of the state.	■ educational experimentation: only state-funded, residential high school in Alaska; a second residential high school program may be developed drawing on model of MEHS; other districts benefiting from MEHS's pioneering role using TQM methods in education • model quality processes in education: development of school business partnerships, hosting "Quality Weeks," campus visits by district school boards

Other Indicators of School Performance

- ■ survey of graduates
- ■ Number of unserved applications for enrollment(MEHS receives 3 applications for every one student who can be enrolled). Reduced transfer rate of students
- ■ Innovative program to increase student participation in government through Alaska Close-up.
- ■ Developed new school business partnerships, locally and in the lower 48.
- ■ MEHS's innovative Total Quality Management system featured in national television documentary.

Comments on School Performance:

Students, Parents, and Community Members

Parent

■ I like the option for rural kids to experience a new way of life outside the village and receive a quality education.
- I would like more pay phones for students to call home, more counseling for college and post graduation activities, and keep drivers education.
- I would like more communication relating to student progress, behavior and notes from teachers regarding what students are learning.

Student

■ I want more input into decision making and more opportunities for responsibility.
- I want to increase my chances to be successful in college.
- I want a larger variety of academic offerings, including more computer training.

Parent Involvement

■ The Challenge of Serving a Statewide Constituency: Student, Staff, Parent, Community Member Participation

Parents: To overcome the communication problems presented by the large geographic distances between MEHS and students' families and home communities, a concerted attempt is made to find innovative ways to include parents in planning and goal setting. Results of parent surveys, parent campus visits, and discussions with parent advisory committees have provided input and direction in shaping residential, social, and academic programs.

Staff and Students: During the 1988/89 school year, Mt. Edgecumbe High School began a transformation when staff and students began to explore the use of the quality sciences in education. Participation in this journey has provided a vehicle for setting attitudes, sharing information, and for motivating students and staff to change the way they plan and work.

Community Members: Partnerships with the business community, government agencies, leaders in Alaska Native groups, and village and regional policy makers are actively sought by MEHS staff and students for their support as valued constituents-and customers-of the state's only residential high school.

► **Annual Change in Enrollment** 23.9%

► **Transiency Rate** 13.9%

► **Attendance Rate** Unavailable for the 1991-92 school year. Will be reported for 1992-93.

► **Graduation Rate** will be reported beginning in 1995 reflecting the 1991-92 9th graders who graduate.

► **Percent of Students Promoted to the Next Grade**

Mt. Edgecumbe High School is a residential 9-12 grade program.

Data was reported for grades 1-8 only.

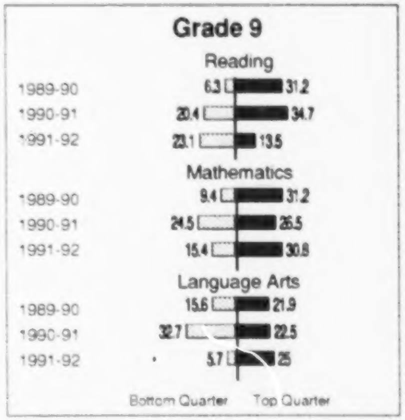
Standardized Test Results

Percent of Students in the Top and Bottom Quarter on the Science Research Associates Tests

▨ Bottom Quarter

■ Top Quarter

Nationally, 25% of students score in each quarter.



► **Characteristics of 9th and 11th grade Students Tested**

Total Students Tested

	# students	%
1989-90	79	100%
1990-91	92	100%
1991-92	94	100%

Students Absent from Testing

	# students	%
1989-90	0	0.0%
1990-91	0	0.0%
1991-92	0	0.0%

Students Excluded from Testing for Special Education or Bilingual Reasons

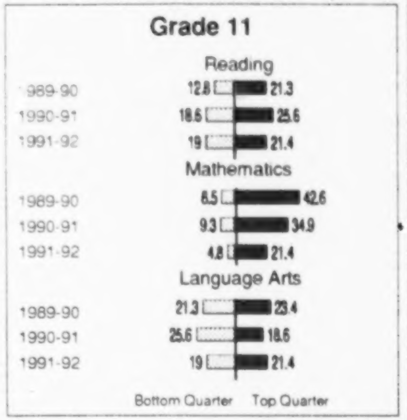
	# students	%
1989-90	0	0.0%
1990-91	0	0.0%
1991-92	0	0.0%

Special Education Students Tested

	# students	%
1989-90	0	0.0%
1990-91	0	0.0%
1991-92	0	0.0%

Bilingual/Bicultural Students Tested

	# students	%
1989-90	0	0.0%
1990-91	0	0.0%
1991-92	0	0.0%



State Summary of 1992-93 Education Plans

Pursuant with AS 14.03.120 each of the fifty-four school districts, Mt. Edgecumbe High School, and Centralized Correspondence Study submitted to the Department of Education a district *Education Plan* for the 1992-93 school year and have made it available to their publics. The education plans address the school districts' goals for improving education, plans for achieving district goals, means of measuring achievement of goals, and means by which students, parents, teachers, and other members of the communities participate.

Even though Alaska represents a diverse population with diverse demographics, similar concerns for improving education are reflect in the education goals, strategies, means of measuring progress and ways of encouraging community participation. These similarities have been summarized within this section of the report. Persons wishing an individual district's complete education plan should contact that district directly. A listing of school district superintendents appears in Appendix C.

Summary of District Goals

AS 14.03.120(a)(1) requires each district to establish district goals for improving education. The education goals reflect the individual district's priorities and needs. Twenty-seven districts submitted education plans with most of the 1992-93 goals being the same as those from 1991-92. In eleven districts a particular goal was met and therefore dropped from this year's education plan or a new goal initiated. Because a fully implemented comprehensive goal demands resources, districts have selected as many or as few goals as they deemed appropriate. This year districts are implementing between one and twelve goals with most districts having three to five goals.

Of last year's eleven goals eight are addressed again this year with districts emphasizing increased parent involvement, development and revision of curriculum, improvement of student performance, integration of technology, preparation of graduates for the future, encouragement of healthy life styles, opportunities for staff development , and communication with the public. Last year's goals in the areas of facilities, site-based management and personnel management were not emphasized this year. In addition, this year there is an emphasis on inculcating the local culture and acceptance of cultural diversity.

The number of districts working on each goal appears in parenthesis.

Student Performance Goals

Districts goals include:

- investigating ways to improve student achievement and performance. Districts are making a commitment to raise the overall standards for student achievement by establishing specific student outcomes and expectations. (22 districts)
- preparing graduates for the future. The goal focuses on students being successful and productive, life-long learners after high school graduation. (10 districts)
- developing student self-esteem and encouraging healthy life patterns while educating students on the hazards of substance abuse and personal safety. (10 districts)

Program Goals

Districts goals include:

- strengthening their parent and community involvement efforts. This goal continues to be a major focus as districts work toward increasing not only parent but also community participation. Districts are looking at meaningful ways to involve parents and the community in the decision making process. Schools are striving to maintain two-way communication between the school and the community. (16 districts)
- revising their old and developing new curriculums. Districts are not only continuing to revise specific curriculum areas according to their renewal cycles but, working toward creating curriculums that are multi-disciplinary. (14 districts)
- incorporating technology as an integral part of the education process. (11 districts)
- continuing with staff development programs. (9 districts)
- improving public relations. Districts want the community to be informed. Districts want to develop partnerships with private industry and other public agencies including borough governments, the university system, and other social agencies. (7 districts)
- strengthening programs that support the local culture and cultural diversity. The focus is on appreciation of the local languages and cultures. Districts are encouraging programs that take advantage of local cultural activities and the expertise of community members. (6 districts)

Summary of Plan for Achieving District Goals

AS 14.03.120 (a)(2) requires individual districts' comprehensive education plans to include the strategies to attain the goals. Districts are striving to raise the expectations for student performance by involving teachers, administrators, parents, community members, and the students themselves.

Of last year's eleven strategies, eight are being used to attain the 1992-93 education goals. The strategies include communicating with and involving the public, improving school climate, maintaining and developing staff expertise, incorporating technology in the everyday classroom, emphasizing a healthy style, maintaining a current curriculum, maintaining adequate funding, and high school graduation requirements. This year's strategies do not include restructuring, working with committees, and aligning assessment programs. In addition, districts are involving parents in the educational process as a strategy to improve student performance.

The districts are approaching strategies for achieving the goals in a variety of ways. The number of districts using each strategy appears in parenthesis.

To achieve the goals districts are:

- implementing programs that increase meaningful parent involvement. Parents are being encouraged to work with the school to develop an appropriate high school schedule for their child. Educational opportunities on parenting skills are being offered. (19 districts)
- implementing programs that keep the public informed and encourage involvement. Districts are utilizing cable television, newsletters, public meetings, and the local newspaper. (18 districts)
- implementing programs that address the school's climate. Schools are developing warm climates that support a variety of student learning styles and create a friendly atmosphere where parents and students feel welcome. (18 districts)
- providing a variety of opportunities for staff development. Districts want to guarantee successful implementation of new programs through training opportunities for staff members. (18 districts)
- utilizing technology in the education process. Teachers are being encouraged to use the available technology to support teaching strategies and the curriculum. Students are being given the opportunity to use the available technology. (14 districts)
- supporting healthy life styles for students and staff. This strategy encompasses supplementing the health curriculum, offering extra-curricular activities, and increasing the counseling services. (12 districts)
- developing and implementing curriculums. The emphasis is on reviewing the current literature and involving committees of teachers and community members to create an effective curriculum that integrates specific student outcomes. The new curriculums are being aligned with the assessment program. (11 districts)
- focusing on developing and utilizing alternative funding sources. Districts are investigating ways to secure funds for technology, lower pupil teacher ratio, house students, and maintain special programs. (10 districts)

- investigating a variety of strategies to incorporate local culture and language in the school schedule. Bilingual and bicultural programs are being evaluated and updated. (10 districts)

- revising high school graduation requirements and course offerings. Districts are expanding course offerings via distance delivery opportunities for college preparatory courses and additional vocational education courses. Students are being required to demonstrate basic competencies for graduation. (8 districts)

Summary of Measurement Tools

AS 14.03.120 (a)(3) requires each district to include means of measuring the achievement of the district's goals. Districts are using both student outcomes and program outcomes to determine if their stated goals have been met.

This year school districts are using all five of last year's student outcomes and three of last year's five program outcomes to measure accomplishment of their goals. They are using test scores, student performances, students graduating completion of projects, implementation of programs, and rates of participation. Last year student portfolios, direct writing assessment, final reports, and effectiveness of the curriculum were also used as evaluation tools. This year districts are also using student success in post-secondary programs as an indicator of achievement.

The number of districts using each measurement tool appears in parenthesis.

Student Outcomes

Districts are measuring accomplishment of their goals by:

- examining test scores to measure the goal. Students are being required to demonstrate achievement of basic competencies and improve performance in specific subjects on norm-referenced tests. (15 districts)

- evaluating student performances, projects, observations, portfolios, display of student work, evaluation of student performance by outsiders, and direct writing assessment. (7 districts)

- the number seniors meeting the graduation requirements. (6 districts)

- reviewing student success in post-secondary programs. (5 districts)

Program Outcomes:

Districts are measuring the accomplishment of their goals by:

- evaluating the completion of projects and reports as identified in their goals and strategies. They are adopting specific student outcomes, adopting curriculums, and developing materials. (24 districts)
- determining if programs have been implemented as stated. Districts are implementing programs in staff development, technology, parent involvement, and new hiring practices. (22 districts)
- evaluating rates of participation by students, staff, and community members. They are documenting the number of referrals, results of evaluations, and increases in participation from previous years. (19 districts)
- establishing assessment programs. Districts are aligning their assessment programs which include norm-referenced tests, portfolios, direct writing assessment, and student demonstrations to the curriculum. Some districts are tying their assessment programs to Outcome and Competency-based Education programs. (14 districts)

Summary of Participation

Pursuant with AS 14.03.120(c), each district shall make efforts to encourage students, parents, teachers, and other members of the community to participate in the preparation of the education plan. In most district there is a history of community involvement and a process already in place to insure that the community has an integral part in the planning process. Many districts have provided several opportunities over a period of time for people to participate. In this, the second year that districts have been required to submit an education plan outlining participation, there continues to be a wide diversity of approaches to meet the needs of individual communities. In some instances districts embarked on a major initiative to solicit input on a long-range education plan during the 1991-92 school year, this year they conducted a review process which involved fewer people.

The number of districts using each means of participation appears in parenthesis.

Districts provided opportunities for participation by:

- inviting comment during regularly scheduled school board and advisory school board meetings. (35 districts)
- continuing to work within existing committees and organizations. (22 districts)
- utilizing the review process and action teams as part of their strategic planning. (9 districts)
- continuing to use staff and administrator meetings to discuss and review the education plan. (9 districts)

Appendix A - Statewide Testing Program Description

Program Description
Test Used

The standardized achievement test administered in the 1991-92 Alaska Statewide Student Assessment Program was the Iowa Test of Basic Skills (ITBS) Form G. A standardized achievement test is one that has been administered using specific directions under specific conditions to a representative sample of students across the nation. This is referred to as the standardization sample. Scores resulting from the standardized administration become the norms that permit users to compare the performance of a particular pupil or group of pupils with that of typical pupils nationally of the same age and grade.

The norms on which the results in this report are based represent national performance during the 1985 school year. To permit fair comparisons to the original norm group, it is expected that all Alaska students were tested under the same administrative conditions as the original norm group.

The 1991-92 school year was the third year of the Alaska Statewide Student Assessment Program. In 1988 a competitive proposal process was used to select the standardized test to meet the regulatory requirements of 4 ACC 06.710. The test selected and administered was the Iowa Test of Basic Skills (ITBS), Form G, which is published by the Riverside Publishing Company in Chicago. This test was judged to best meet the standards used in the review process.

State regulations require that the test selected be used for a minimum of six consecutive years.

4 ACC 06.710 requires student assessment in the areas of reading, language arts, and mathematics. On the ITBS, the test of **reading** asks students to read a paragraph, story or poem and then answer questions about what they have read.

The ITBS **mathematics** test is comprised of three subtests: *computation, concepts, and problem solving*. The *computation* subtest includes items that ask students to add, subtract, multiply, or divide numbers. This subtest asks students to answer the items within a limited time period, testing accuracy as well as speed. The *concepts* subtest includes items that test how well students understand the number system and terms used in mathematics. The *problem solving* subtest includes items that ask students to read a short story problem and choose the correct answer.

The ITBS **language arts** test is comprised of four subtests: *spelling, capitalization, punctuation,* and *usage and expression.* The *spelling* subtest includes items that ask students to choose words that are misspelled. The *capitalization* subtest includes items that ask students to identify words that should be capitalized (for example, names, titles, dates, and holidays). The *punctuation* subtest includes items that assess students' ability to use commas, question marks, periods, and other punctuation. The *usage and expression* subtest includes items that ask students to demonstrate their skills in using pronouns, verbs, adjectives, and other parts of speech.

Table 5 shows the subjects, subtests, and number of items for each grade tested with the ITBS.

Table 5
Number of Items
by Subtest, Subjects and Grades

Subject/Subtests	Grades 4	6	8
Reading	49	56	58
Language Arts			
Spelling	36	41	41
Capitalization	29	30	32
Punctuation	29	30	32
Usage/Expression	36	40	43
Mathematics			
Concepts	32	39	42
Problem Solving	26	29	32
Computation	37	41	43

Other Reports

4 ACC 06.770 requires that, "the Commissioner shall make the district, school, classroom and individual results available to local school districts." Accordingly, in addition to this statewide report, 11 other reports have been prepared and distributed as part of the Alaska Statewide Student Assessment Program. These eleven reports have been targeted to five general audiences: 1) students, 2) parents/guardians, 3) teachers, 4) building administrators, and 5) district administrators. The reports and their audiences are listed below:

1. *List Report of Pupil Scores:* For teachers, a list of all students taking the test and their scores.

2. *Student Press-On Label:* For teachers, students and parents/guardians, a summary of an individual student's test results.

3. *Pupil Profile Narrative:* For students, parents/guardians, and teachers, a non-technical explanation of an individual student's test results. This report includes both a simple narrative and a simple graphic description of a student's strengths and weaknesses.

4. *Group Item Performance Record:* For teachers, principals, and district staff, the percent of items correct for a class, school, district, and the nation. These results are organized by specific subtest areas such as "use of a comma" or "use of verbs."

5. *Criterion-Referenced Skills Analysis:* For teachers, principals, and district staff, scores are organized by subtests and subskill areas. This report compares a class, school, and district percent correct with one another and with national averages.

6. *Ranked List by Subtest:* For principals and district staff, a listing of all students ranked by their subtest scores.

7. *Class, Building and System Summaries:* For teachers, principals and district staff summaries of the test results, including average percentile scores and the percent students scoring in each quartile.

8. *Frequency Distribution:* For district staff, the number of students scoring at each national percentile rank for each subtest area and the local district percentile rank those scores represent.

9. *Student Questionnaire Response:* For teachers, the number and percentages of students responding to each option on the student questionnaire. For principals and district staff, the information above plus the corresponding achievement levels for each response option. For example, the average reading performance of students who report they watch more than 3 hours of TV each day or who report doing more than 2 hours of homework each day is reported.

10. *School Questionnaire Responses:* For district staff, the number and percentages of principals responding to each option of the building questionnaire and the corresponding average achievement levels.

11. *Report of Building and District Averages:* For district staff, a summary of average scores for all the grades tested in a building and district.

Appendix B: District Test Coordinators

Janette Peterson
Adak Region Schools
PSC 486, Box 1234
FPO AP 99506-1234

Myron Severson
Alaska Gateway Schools
Box 226
Tok, AK 99780

Joseph B. Beckford
Aleutian Region Schools
Pouch 790
Unalaska, AK 99685

Virginia Kendall
Aleutians East Borough Schools
PO Box 429
Sand Point, AK 99661

Ray Fenton
Anchorage Schools
4600 DeBarr Road
PO Box 196614
Anchorage, AK 99519

Dona Ross
Annette Island Schools
Box 7
Metlakatla, AK 99926

Mike Brown
Bering Strait Schools
Box 225
Unalakleet, AK 99684

Don Hatcher
Bristol Bay Borough Schools
Box 169
Naknek, AK 99633

Ed McLain
Chatham Schools
Box 109
Angoon, AK 99820

Vicki Chapman
Chugach Schools
165 E. 56th Ave., Suite D
Anchorage, AK 99518

Sally Hronkin
Copper River Schools
Box 108
Glennallen, AK 99588

Robert Lenz
Cordova City Schools
Box 140
Cordova, AK 99574

Lenny Church
Craig City Schools
Box 800
Craig, AK 99921

Jerry Vander Zwaag
Delta/Greely Schools
Box 527
Delta Junction, AK 99737

Kathy Formella
Denali Borough Schools
Drawer 280
Healy, AK 99743

Barbara Dean
Dillingham City Schools
PO Box 170
Dillingham, AK 99576

Nick Stayrook
Fairbanks North Star Borough Schools
Box 71250
Fairbanks, AK 99707

Bill Miller
Galena City Schools
Box 299
Galena, AK 99741

Mary Asper
Haines Borough Schools
Box 1289
Haines, AK 99827

Ella Mae Worley
Hoonah City Schools
Box 157
Hoonah, AK 99829

Artha Luke
Hydaburg City Schools
Box 109
Hydaburg, AK 99922

Karen Ladegard
Iditarod Area Schools
Box 90
McGrath, AK 99627

Annie Calkins
Juneau City Schools
10014 Crazy Horse Drive
Juneau, AK 99801

Dr. Larry Stout
Kake City Schools
Box 450
Kake, AK 99830

Henry Versnick
Kashunamiut Schools
985 KSD Way
Chevak, AK 99563

Paul Epperson
Kenai Peninsula Borough Schools
148 N. Binkley St.
Soldotna, AK 99669

Anthony Kennedy
Ketchikan Gateway Borough Schools
Pouch Z
Ketchikan, AK 99901

Rob Steward
Klawock City Schools
Box 9
Klawock, AK 99925

Betty Walters
Kodiak Island Borough Schools
722 Mill Bay Road
Kodiak, AK 99615

Eve Lambert
Kuspuk Schools
Box 49
Aniak, AK 99557

Joan Junger
Lake and Peninsula Borough Schools
Box 498
King Salmon, AK 99613

John Weise
Lower Kuskokwim Schools
Box 305
Bethel, AK 99559-0305

Donna Sherrouse
Lower Yukon Schools
Box 32089
Mountain Village, AK 99632

Marty Laster
Matanuska-Susitna Borough Schools
125 West Evergreen
Palmer, AK 99645

Pamela VanWechel
Nenana City Schools
Box 10
Nenana, AK 99760

Richard Burmeister
Nome City Schools
Box 131
Nome, AK 99762

Steve Yates
North Slope Borough Schools
Box 169
Barrow, AK 99723-0169

Marlies Kruse
Northwest Arctic Borough Schools
Box 51
Kotzebue, AK 99752

Bill Borofka
Pelican City Schools
Box 90
Pelican, AK 99832

Mel Stockton
Petersburg City Schools
Box 289
Petersburg, AK 99833

Mark Shellinger
Pribilof Schools
Pouch 5
St. Paul Island, AK 99660

Pat Manning
St. Mary's Schools
Box 171
St. Mary's, AK 99658

Orriene Denslow
Sitka Borough Schools
Box 179
Sitka, AK 99835

William D. Hopkins
Skagway City Schools
Box 497
Skagway, AK 99840

Dave Dossett
Southeast Island Schools
Box 8340
Ketchikan, AK 99901-8340

Mark Vingoe
Southwest Region Schools
Box 90
Dillingham, AK 99576

Richard Lee
Tanana Schools
Box 89
Tanana, AK 99777

Joseph B. Beckford
Unalaska City Schools
Pouch 260
Unalaska, AK 99685

Denny Wallace
Valdez City Schools
Box 398
Valdez, AK 99686

Dave Dirksen
Wrangell City Schools
Box 2319
Wrangell, AK 99929

Larry G. Eklund
Yakutat City Schools
Box 427
Yakutat, AK 99689

Jerry Christensen
Yukon Flats Schools
Box 359
Ft. Yukon, AK 99740

Niki McCurry
Yukon/Koyukuk Schools
PO Box 80210
Fairbanks, AK 99708

Leland Dishman
Yupiit Schools
Box 100
Akiachak, AK 99551

Mary Lou Purvis
Centralized Correspondence School
801 W. 10th St. Ste 200
Juneau, AK 99801-1894

BEST COPY AVAILABLE

Appendix C: Public School District Superintendents

Edward Gilley
•Adak Region Schools
PSC 486, Box 1234
FPO AP 96506-1234
Intra-Alaska
Phone: 592-3188
UACN: RMADAK
FAX: 592-3224

Spike Jorgensen
•Alaska Gateway Schools
Box 226
Tok, AK 99780
Phone: 883-5151
UACN: RMAKGAT
FAX: 883-5154

Joseph B. Beckford
•Aleutian Region Schools
Pouch 790
Unalaska, AK 99685
Phone: 581-3151
UACN: RMALEUT
FAX: 581-3152

Tom Ryan
Aleutians East Borough Schools
PO Box 429
Sand Point, AK 99661
Phone: 383-5222
FAX: 383-3496

Bob Christal (Acting)
Anchorage Schools
4600 DeBarr Road
PO Box 196614
Anchorage, AK 99519
Phone: 333-9561
UACN: RMANC
FAX: 333-3322

Keith W. Tolzin
•Annette Island Schools
Box 7
Metlakatla, AK 99926
Phone: 886-6332
UACN: RMANNET
FAX: 886-5130

David Bowling
•Bering Strait Schools
Box 225
Unalakleet, AK 99684
Phone: 624-3611
UACN: RMBERST
FAX: 624-3099

Richard Leath
Bristol Bay Borough Schools
Box 169
Naknek, AK 99633
Phone: 246-4225
UACN: RMBRIST
FAX: 246-6857

Ed McLain
•Chatham Schools
Box 109
Angoon, AK 99820
Phone: 788-3682
UACN: RMCHATM
FAX: 788-3252

Robert Brown
•Chugach Schools
165 E. 56th Ave. Suite D
Anchorage, AK 99518
Phone: 561-3666
UACN: RMCHUG
FAX: 561-8659

Gordon Tope
•Copper River Schools
Box 108
Glennallen, AK 99588
Phone: 822-3235/3490
UACN: RMCOPPR
FAX: 822-3949

Mike McHone
Cordova City Schools
Box 140
Cordova, AK 99574
Phone: 424-3265
UACN: RMCORDV
FAX: 424-3271

John Holst
Craig City Schools
Box 800
Craig, AK 99921
Phone: 826-3273/74
UACN: RMCRAIG
FAX: 826-3322

Leland A. Clune
•Delta/Greely Schools
Box 527
Delta Junction, AK 99737
Phone: 895-4658
UACN: RMDLTGR
FAX: 895-4246

John Novak
Denali Borough Schools
Drawer 280
Healy, AK 99743
Phone: 683-2278
UACN: RMRAILB
FAX: 683-2514

Don Renfroe
Dillingham City Schools
PO Box 170
Dillingham, AK 99576
Phone: 842-5223/25
UACN: RMDILLH
FAX: 842-5634

Rick Cross
Fairbanks North Star Borough Schools
Box 71250
Fairbanks, AK 99707
Phone: 452-2000
UACN: RMFAIRB
FAX: 451-0541

Bill Miller
Galena City Schools
Box 299
Galena, AK 99741
Phone: 656-1205
UACN: RMGLENA
FAX: 656-1368

Nancy Billingsley
Haines Borough Schools
Box 1289
Haines, AK 99827
Phone: 766-2644
UACN: RMHAINE
FAX: 766-2508

John Anttonen
Hoonah City Schools
Box 157
Hoonah, AK 99829
Phone: 945-3611
UACN: RMHOONA
FAX: 945-3614

Larry Schroeder
Hydaburg City Schools
Box 109
Hydaburg, AK 99922
Phone: 285-3491
UACN: RMHYDAB
FAX: 285-3391

John Monohan (Acting)
•Iditarod Area Schools
Box 90
McGrath, AK 99627
Phone: 524-3033
UACN: RMIDITE
FAX: 524-3217

Helen McIntyre
Juneau City Schools
10014 Crazy Horse Drive
Juneau, AK 99801
Phone: 463-1700
UACN: RMJUN
FAX: 463-1712

Dr. Larry Stout
Kake City Schools
Box 450
Kake, AK 99830
Phone: 785-3741/31
UACN: RMKAKE
FAX: 785-6439

B. Al Weinberg
•Kashunamiut Schools
985 KSD Way
Chevak, AK 99563
Phone: 858-7713
UACN: RMKASH
FAX: 858-7328

Robert Holmes
Kenai Peninsula Borough Schools
148 N. Binkley St.
Soldotna, AK 99669
Phone: 262-5846
UACN: RMKENAI
FAX: 262-9645

Richard Clevenger
Ketchikan Gateway Borough Schools
Pouch Z
Ketchikan, AK 99901
Phone: 225-2118
UACN: RMKETCH
FAX: 225-2356

Morris Ververs
Klawock City Schools
Box 9
Klawock, AK 99925
Phone: 755-2220
UACN: RMKLAWK
FAX: 755-2913

John Witteveen
Kodiak Island Borough Schools
722 Mill Bay Road
Kodiak, AK 99615
Phone: 486-9220
UACN: RMKDIAK
FAX: 486-2959

Bobette Bush (Acting)
•Kuspuk Schools
Box 49
Aniak, AK 99557
Phone: 675-4250
UACN: RMKUSPK
FAX: 675-4305

Frank Hill
Lake and Peninsula Borough Schools
Box 498
King Salmon, AK 99613
Phone: 246-4280
UACN: RMLPENN
FAX: 246-4473

BEST COPY AVAILABLE

Sue Hare
•Lower Kuskokwim Schools
Box 305
Bethel, AK 99559-0305
Phone: 543-4800
UACN: RMLKUSK
FAX: 543-4908

John Gill
•Lower Yukon Schools
Box 32089
Mountain Village, AK 99632
Phone: 591-2411
UACN: RMLYUKN
FAX: 591-2449

Ell Sorenson
Matanuska-Susitna Borough Schools
125 West Evergreen
Palmer, AK 99645
Phone: 746-9200
UACN: RMMATSU
FAX: 745-0194

Pamela VanWechel
Nenana City Schools
Box 10
Nenana, AK 99760
Phone: 832-5464
UACN: RMNENAN
FAX: 832-5625

Robert Kinna
Nome City Schools
Box 131
Nome, AK 99762
Phone: 443-2231
UACN: RMNOME
FAX: 443-5144

Patsy Aamodt
North Slope Borough Schools
Box 169
Barrow, AK 99723-0169
Phone: 852-5311
UACN: RMNOSLP
FAX: 852-5984

Edwin T. Gonion
Northwest Arctic Borough Schools
Box 51
Kotzebue, AK 99752
Phone: 442-3472
UACN: RMNAB
FAX: 442-2392

Bill Borofka
Pelican City Schools
Box 90
Pelican, AK 99832
Phone: 735-2236
UACN: RMPELIC

Mary Francis
Petersburg City Schools
Box 289
Petersburg, AK 99833
Phone: 772-4271
UACN: RMPETER
FAX: 772-4719

Mark Shellinger
•Pribilof Schools
Pouch 5
St. Paul Island, AK 99660
Phone: 546-2222
UACN: RMPRIB
FAX: 546-2327

Dave Lloyd
St. Mary's Schools
Box 171
St. Mary's, AK 99658
Phone: 438-2311
UACN: RMSTMAR
FAX: 438-2831

Lewis Holloway
Sitka Borough Schools
Box 179
Sitka, AK 99835
Phone: 747-8622
UACN: RMSITKA
FAX: 747-5330

William D. Hopkins
Skagway City Schools
Box 497
Skagway, AK 99840
Phone: 983-2960
UACN: RMSKAGW
FAX: 983-2964

Bob Weinstein
•Southeast Island Schools
Box 8340
Ketchikan, AK 99901-8340
Phone: 225-9658
UACN: RMSEISL
FAX: 225-2836

Ben Cherry
•Southwest Region Schools
Box 90
Dillingham, AK 99576
Phone: 842-5288
UACN: RMSWREG
FAX: 842-5428

Ron DeLay
Tanana Schools
Box 89
Tanana, AK 99777
Phone: 366-7203/7207
UACN: RMTANAN
FAX: 366-7201

Joseph B. Beckford
Unalaska City Schools
Pouch 260
Unalaska, AK 99685
Phone: 581-1222
UACN: RMUNAK
FAX: 581-2428

Harry Rogers
Valdez City Schools
Box 398
Valdez, AK 99686
Phone: 835-4357
UACN: RMVALDZ
FAX: 835-4964

Linwood Laughy
Wrangell City Schools
Box 2319
Wrangell, AK 99929
Phone: 874-2347
UACN: RMWRANG
FAX: 874-3137

Larry G. Eklund
Yakutat City Schools
Box 427
Yakutat, AK 99689
Phone: 784-3317
UACN: RMYAKUT
FAX: 784-3446

Douglas Walker
•Yukon Flats Schools
Box 359
Ft. Yukon, AK 99740
Phone: 662-2515
UACN: RMYKFLT
FAX: 662-2519

Fred Lau
•Yukon/Koyukuk Schools
4762 Old Airport Way
PO Box 80210
Fairbanks, AK 99708
Phone: 474-9400
UACN: RMYKKOY
FAX: 474-0657

Leland Dishman
•Yupiit Schools
Box 100
Akiachak, AK 99551
Phone: 825-4428
UACN: RMYUPIT
FAX: 825-4827

State Operated Schools

Darby Anderson
Centralized Correspondence School
3141 Channel Dr. #100
Juneau, AK 99801-7897
Phone: 465-2835
FAX: 465-2935

Larrae Rocheleau
Mt. Edgecumbe High School
1330 Seward Avenue
Sitka, AK 99835-9438
Phone: 966-2201
FAX: 966-2442

* REAAs

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Alaska
Department of
Education